THE PROS AND CONS OF DESIGNING SPEAKING MATERIALS
FOR HEARING-IMPAIRED STUDENTS
IN JUNIOR HIGH SCHOOL LEVEL IN INDONESIAN CONTEXT

A SARJANA PENDIDIKAN FINAL PAPER

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By
Maria Nirmala Putri
Student Number: 101214148

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By
Maria Nirmala Putri
Student Number: 101214148

Approved by

Advisor
Date: 14 March 2017

Yohana Veniranda, M.Hum., Ph.D.
A Sarjana Pandidikan Final Paper on

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By

MARIA NIRMALA PUTRI
Student Number: 101214148

Defended before the Board of Examiners
On 11 April 2017
and Declared Acceptable

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Chairperson : Yohana Veniranda, M.Hum., Ph.D.

Secretary : Christina I. hakmsmita Anandari, S.Pd., Ed.M.

Member : Yohana Veniranda, M.Hum., Ph.D.

Member : Christina I.hakmsmita Anandari, S.Pd., Ed.M.

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Yogyakarta, 11 April 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohandi, Ph.D.
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I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 14 March 2017

The Writer
Maria Nirmala Putri
101214148
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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.
ABSTRAK

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.


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) atau bahasa isyarat. Pemerintah melalui Kementrian 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.
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Maria Nirmala Putri
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CHAPTER I
INTRODUCTION

A. Background

English language has been a compulsory subject taught in junior and senior high schools in Indonesia. Though there is no RSBI (Rintisan Sekolah Berstandar Internasional / Piloting of International Standardized Schools) which uses English as an official language to deliver subjects for the students, English is constantly considered as an important subject to be taught to students in secondary level (junior and senior high schools). They need to know and master English to survive in globalization competition and to support their future career.

In learning English Language, students will be trained to understand through practicing four skills: reading, writing, listening, and speaking. Besides those skills, there are three language elements that will always go together with the four language skills; they are grammar, vocabulary, and pronunciation (Harmer, 2007, pp. 60-61). Mastering vocabulary will enable students to understand more various readings in English, to write more creative and precise composition, to be more advanced in listening, and then to speak more comfortably in broader topics.

The process of English teaching-learning might be very far different among students with special needs, especially students with hearing impairment. Teaching English to students with hearing impairment needs big willingness to adjust with their world. They need special services from well-trained teachers and
schools fitted with the needed equipment, for example they need special curricula that meet their developmental tasks. Teachers have a dilemma to decide an approach for teaching students with hearing impairment. They might learn and then teach the students using sign language with which the students are more familiar; they might also choose lipreading or other approaches which force them to adjust in the world of students without hearing impairment. Yet, in some cases, although they use sign language, some misunderstandings with the students may still occur.

Teaching English to students with hearing impairment in Indonesia is a challenge for teachers. Beside the fact that English is a foreign language, the teacher has also adjust with the students’ psychological and cognitive condition. Teachers need to have big empathy to understand the students’ psychological condition. Beside that, the cognitive condition of the students with hearing impairment might not far different compared to students without hearing impairment. Yet, in many cases, students with hearing impairment may get problems with their cognitive development, specifically their language development (Somantri, 2007).

In this study, the writer tries to present the pros and cons of designing English speaking materials for students of junior high school with hearing impairment. Previous research on teaching English to deaf students have encouraged the writer to work on this study. Setyawan (2013) in his thesis entitled “A Teacher’s Lived Experience of Teaching Vocabulary to Hearing-Impaired Students of SLB Negeri 1 Bantul” mentioned the result of his phenomenological
research to describe the participant’s experience in dealing with hearing-impaired students. In the conclusion part of the research report, it was mentioned that it was not easy to find an appropriate set of materials to teach vocabulary to the students.

The curriculum in the year when the previous study taken place applied at SLB Negeri for Junior High School is more or less similar with curriculum applied in SMP Negeri. As a consequence, teachers of students with hearing impairment have to be creative to modify materials. The materials have to be adjusted with the needs of the students. Teachers have to decrease the competence indicators as stated in the Kompetensi Inti dan Kompetensi Dasar (main competence and basic competence) in order to adjust with the students’ condition.

In addition, level of junior high school, is considered as a primary level of education. Harmer (2007) asserts that when students have already accustomed with good command of English junior high school level, they may already be good when they continue to secondary level of education (either college or university). However, this assumption is applied toward students who are considered as well-functioning, or, in context of this study, are students without hearing impairment.

Despite that assumption, it does not mean that students with hearing impairment always have lower cognitive ability compared to students without hearing impairment. Students with hearing impairment may have the same or even better cognitive ability than students without hearing impairment. In terms of teaching them English vocabulary, the pros and cons are not found. This is because by teaching them vocabulary, which can be conducted, for instance,
through pictures, teachers can have big chances to assist the students to reach the goals of the learning. Thus, the writer is encouraged to extend the research by figuring out the pros and cons of designing speaking materials for students with hearing impairment.

Meanwhile, Yuhan (2013) in her previous paper entitled “Peer Interaction of Children with Hearing Impairment” states that children with hearing impairment initiate actively and are able to moderate their initiation strategies based on partner’s hearing status in interaction. However, they experience more failure in interaction than children with normal hearing, especially when they attempt to initiate and enter an established peer group. Additionally, children with hearing impairment are not adept at maintaining peer interaction as children with normal hearing. The important influencing factors includes language and speech ability of children with hearing impairment, peer’s hearing status and familiarity, communication mode used in interaction and cochlear implants/hearing aids.

The reason why the writer chooses students with hearing impairment is actually the writer’s personal interest. In the writer’s point of view, students with hearing impairment are unique and interesting. Despite the stereotype that the students have limited ability to improve their cognitive skill, the students have the same eagerness and willingness to learn.

Some observations have been conducted to support that claim. The observations were conducted in SLB Yapennas, SLB Helen Keller, and SLB Negeri 1 Bantul. The experiences were done in 2013. Here are some experiences gained from the observation.
In SLB Yapennas, the students’ level was at the last grade of elementary school. The number of students in an observed class was 12. The students were mostly female. The students were firstly shy and some others express fear. According to the teacher, the students were reluctant to open a communication with strangers. They would need longer time than well-functioning students to be open with other people (in this case is the observer). In the teaching-learning process almost in all subjects, the teacher always prepared and brought objects to the class to assist students’ learning.

Another experience took place in SLB Helen Keller which is a special school for multiple handicapped. The writer did not get an experience to be with students but only an interview with a teacher. The students were more open than the previous school. Yet, some of them are more hyperactive and were easily lost their concentration.

The other experience was gained from SLB Negeri 1 Bantul. In an interview and classroom observation, it was known that the English teacher was very creative. She did not only prepare objects, but also designed some materials herself. She also used clear lip movement to support the students in getting specific words or utterances. For teaching students with hearing impairment in SMP level, she appeared to be more like kindergarten teacher. In an occasion to teach speaking, she wrote a very short dialogue between two people, i.e. A:”What is it?” // B: “It is an apple.” and A: “Where are my apples?” // B: “They are on the table.” The simple conversation was done repeatedly by completed using apples
(both the real and the imitation) and was done until the students were able to produce the closest voice production of the utterances.

Students with special needs, especially students with hearing impairment, are seen as unique students. Bat-Chava and Deignan reveals that “students with hearing impairment live like in an isolated world” (as cited in Majid and Saif, 2011). They cannot clearly hear sounds and people speaking, hence, they can still communicate because they have their culture of communication; that is sign language. According to International Sign Language Guidelines from European Union of the Deaf, sign languages are languages used by communities who communicate with their own ways using the similar spoken linguistic components.

The writer thinks that hearing-impaired students have the same chances and should be facilitated to learn English as a foreign language. Moreover, there are only a few formal schools for students with disability, officially called Special School (SS) -it is also known as Sekolah Luar Bisa or SLB in Indonesian language. The Ministry of Education and Culture of Indonesia releases that Special Schools in academic year of 2015-2016, especially those in Yogyakarta, served students with mental retardation (tuna grahita) the most, then students with hearing impairment. Students who are known as tunarungu-wicara need more attention to help. They have two impairments: the receptive ability to hear the sounds and the productive ability to speak the words. Receptive ability covers ability of receiving texts (by listening and reading), while productive ability covers ability of creating texts (in form of speaking and writing).
As it is determined by an audiologist, hearing loss can affect a student’s language development, such as vocabulary development, idiomatic and grammatical development, abstract understanding and reasoning. Besides, their social skill development may also be delayed depending on the severity of a student’s hearing loss (Special Needs Technology Assessment Resource Support Team [START], 1996).

School for students with disability has specific classes referring to the students’ specialty. Class A is for students who partially seeing or are legally blind (tumanetra), Class B is for students with hearing impairment (tunarungu-wicara), Class C is for students with mental retardation (tunagrahita), Class D is for students with physical defect (tunadaksa), Class E is for students with emotional disorder (tunalaras), and Class F is for students with multiple handicapped (tunaganda).

According to Sutjihati Somantri (2007), hearing impairment can be defined as a student’s condition of loosing hearing ability which makes her/him cannot receive some stimuli especially by her/his sense of hearing. There are several degrees of hearing impairment according to ISO (International Standard Organization): slight, mild, moderate, severe, and profound. Slight hearing-impaired is for students with the hearing-loss between 20-30 dB (decibel). Students with this loss are still able to follow lessons even in general school. However, they have to sit in the front row which is the closest position to catch what the teacher says. Mild hearing-impaired is for students with the loss between 30-40 dB. Students with this condition are still able to understand face to face
conversation when it is in a very close distance. Moderate hearing-impaired is for students with the loss between 40-60 dB. Students in this range have problems to differentiate sounds; they do not realize the vibration of the sound, and difficult to speak although they can still produce voice. Severe hearing-impaired is for students with the loss between 60-75 dB. Any miscommunication happens to these students because they can only hear a very loud sound within a very close distance. They have difficulty to say certain consonants and only have limited vocabulary knowledge. The last is profoundly hearing-impaired. This losses is for students with the loss more than 75 dB (almost completely deaf). It makes them almost hear nothing since a very loud sound is still difficult to hear. They need an intensive practice to learn lipreading and sign language which enable them to communicate (Sastrawinata, 1976; Mangusong, 1998; Sudjadi, 2003; Effendi, 2006 as cited in Widyanto, 2008).

According to Dolnick (1993), for students who are born profoundly loss, learning speaking may be considered impossible. This is because “communication is not a gift automatically bestowed in infancy but an acquisition gained only by laborious effort”. Their organs to support communication do not work and function well. In the previous cited research which is used as the context of the students in this study, the students were mostly moderate and mild. One of the students was assisted by cochlear implants.

Class B is a universal code for hearing-impaired people studying in formal special schools. In Indonesian language we call them as siswa tunarungu-wicara. In using and mastering vocabulary in their mother tongue, the students
tend to show low performance since they are hindered by a very limited access. They are gifted hearing-impaired; they can hardly hear sounds therefore they can hardly produce the sounds. Moreover, the English teacher in that school does not have any appropriate text books to teach them vocabulary while the demand for them to master English is actually the same as hearing students, as it is stated in *Kurikulum 2006* and *Kurikulum 2013*.

Teaching them vocabulary, in one hand, might be considered easier rather than teaching speaking because of their specialty. That is why designing English speaking materials will be a huge challenge which might invite pros and cons.

There is a problem to answer in this study:

What are the pros and cons of designing speaking materials for students with hearing impairment in level of junior high school in Indonesian context?

**B. Approach of the Study**

This study is aimed to present pros and cons of designing English speaking materials for students with hearing impairment in junior high school level in Indonesian context. The approach of the study is library study. Library study is a study which refers to previous research(es) and article(s) as the reliable sources (Moleong, 1995, retrieved from www.apb-group.com).
CHAPTER II
DISCUSSION

This chapter presents about review of related literature, findings and interpretation of the findings. The literature used by the writer is about theory of teaching speaking, theory of English as a foreign language, and approach to teach speaking to students with hearing impairment.

A. Review of Related Literature

Language has four skills: reading, writing, speaking, and listening. According to Harmer (2007, p. 265), those skills belong to two kinds of skills, receptive skill and productive skill. Listening and reading belong to receptive skill, while speaking and writing belong to productive skill. People acquire receptive language through daily communication with their surroundings, especially listening skill. They may not know the structure of the language but they can speak the language. Productive skill is acquired through learning in formal school, where the students are trained to be able to speak and to write in English.

When it comes to teaching students with hearing impairment, teachers must be creative to design speaking materials for the students. Teachers have to consider the way of how students with hearing impairment think and act. There are at least two ways of communicating among students with hearing impairments, the first way is lipreading and the second way is sign language. Lipreading is “the process of inferring language patterns using only the visible
speech movements of a talker as a source of sensory evidence about the speech. Note that contextual evidence still plays a role and may include not only the physical, social, and linguistic context but also facial, hand, and body gestures of the talker. In fact, highly competent lipreaders need to be exceptionally good users of context” (www.rohan.sdsu.edu). While sign language is a language which is used to deliver a message by using signs. There are at least two kinds of sign languages, they are American Sign Language and British Sign Language.

According to Harmer (2007, p. 343), speaking English needs a set of skills. The skill involves the stress, pronunciation, and intonation. The set of the skills are important in English language because English is a language which has rhyme. That is why stress, pronunciation, and intonation are very crucial in English language. When students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

According to Richards (1990), several aspects are needed in oral fluency. They are: use of conversational routines, use of short and long turn of conversation, topic range, use of casual and formal language (depends on to people we are talking to), and use of communication strategies. These aspects can be indicators whether a conversation can sustain.

Besides, Richards (1990) adds that there are at least three major speech types. They are interactions, transactions, and performances. Those three types have their own features. First, the features of interactions are: creating social interaction in various setting (formal and informal) and various situations
(greetings, having small talk, giving compliments, telling personal recount), meeting the needs of the speakers (participants of the speaking situation), and being interactive (accommodating the two-way communication). Second, the features of transactions are: giving and receiving information, giving and receiving goods and services, focusing on the message. Third, the features of performances are: often having single speaker/performer, commonly happen on stage (in a formal meeting), having audience, and using recognizable scripts.

In the context of countries in which English is a second or foreign language, speaking English will require more adjustments. The students are learning English in order to use it with any other English speakers in the world. English as a second language, according to Harmer (2007, p.19), is used by students in which almost all people in the country or community where they live use English; they use English as formal and official language and in many cases is used to communicate daily with the society. On the other hand, English as a foreign language is used by students whom their native language is not English. They need English to communicate with students from other countries or community in which their native language is not English, like in Indonesia, Malaysia, Thailand, and other countries.

**B. Discussion**

In this expository paper, the pros and cons of designing speaking materials for students with hearing impairment is discussed. “Expository paper is a type of writing that is used to explain, describe, give information, or inform, that organized around one topic and developed according to a pattern or combination
of patterns” (http://web.gccaz.edu/~mdinchak/eng101/expository_writing.html). Pros means agreeing with a given topic while cons means disagreeing of a given topic.

In Indonesian context, in which the society has not built appreciation and equality towards students with special needs, particularly, focusing in this study, students with hearing impairment may be given stereotype as students who are not able to speak; moreover to speak in English.

There is an approach commonly used for educating students with hearing loss, that is total communication (TC). This approach is meant to use all means of communication to assist students with hearing impairment to be able to produce spoken language in whatever effective way offered, such as: formal signs, natural gestures, finger-spelling, body language, listening, lipreading and speech reading. Students in TC seems to employ hearing aids or cochlear implants, whether they are born totally deaf and are assisted with the cochlear implants or they are born mild hearing-impaired. Since this is an approach or a philosophy, not a methodology, the implication and the chosen specific way may differ from one student to another. Furthermore, the implementation is determined mostly by the teacher’s skills and experiences. In some cases, however, a teacher may be very comitted and enthusiastic to use sign language and then may neglect the students’ potential on auditory and speech (retrieved from http://handsandvoices.org/comcon/articles/pdfs/totalcomm.pdf).

Total communication is often used interchangebly with a method named simmultaneous communication (SimComm). This method simply uses
simmultaneous sign and spoken language. This method is driven by the natural word order of English, and most often does not include function words. The completeness of the sign component of SimComm is dependent on the skills of the signer (retrieved from http://handsandvoices.org/comcon/articles/pdfs/totalcomm.pdf). Meanwhile, under the total communication approach, there is another method named Manually Coded English. This method which allow teacher’s signed Manually Coded English messages to be represented by their spoken utterances. Results indicate that educators in early elementary programs can, and do, provide a complete manual representation of their spoken English messages. This method uses sign language which is specifically convey complete signing message (retrieved from https://muse.jhu.edu/article/385375/pdf).

Considering the approach and some methods mentioned above, sign language is the most appropriate means of communication to reach students with hearing impairment. Nonetheless, in the case of this study, the students are included to mild hearing-impaired who can still hear sound and produce voice. Assisting by cochlear implants and repeated careful treatment from the teacher, the students may fluently speak English language in a very small scope.

As a support, designing English speaking materials for students with hearing impairment should consider several things. They are (1) the inability to hear does not affect an individual’s native intelligence or the physical ability to produce sound, (2) some students with hearing impairment are skilled lipreaders, but many are not; many speech sounds have identical mouth movements, which
can make lipreading particularly difficult, for example “p”, “b”, and “m” look exactly like on the lips, and many sounds vowels, for example are produced without using clearly differentiated lip movements, (3) teachers must have students’ attention before speaking, a light touch on the shoulder, a wave, or other visual signal, and (4) teachers look directly at students with hearing impairment during a conversation, speak clearly, without shouting; if teachers have problems being understood, they need to rephrase their thoughts; or using writing is also a good way to clarify (retrieved from https://sds.ucsf.edu/sites/files/PDF/hearing.pdf).

According to Rohan (1996), “lipreading is the process of inferring language patterns using only the visible speech movements of a talker as a source of sensory evidence about the speech. Note that contextual evidence still plays a role and may include not only the physical, social, and linguistic context but also facial, hand, and body gestures of the talker. In fact, highly competent lipreaders need to be exceptionally good users of context” (www.rohan.sdsu.edu/~boothro/nas/Lipreading/Lipreading%20slides%20and%20notes.pdf).

According to Rohan (1996), designing speaking materials using lip reading methods can be considered as the most obvious source of information. The correlation between lipreading competence and prelingually deaf students are fairly well correlated for obvious reasons. Language is what one is trying to perceive.

Some constraints of designing speaking materials using lipreading method are: competent lipreaders are not necessarily more intelligent, more extroverted, or
better at paper and pencil. If a student doesn’t know English very well, she/he will not be good at perceiving and using it.

In addition, among the people who agree with designing the materials for hearing-impaired students, they believe that: (1) it is to help students getting the world like normal students, in other words, alike students who are gifted good physical condition to hear and to speak, (2) speaking materials which are carefully designed and adjusted with the students’ needs (such as topics which are close to social interaction may help students with hearing impairment to learn about social cues, boost their self-esteem, and enable them to be accepted by society in Indonesian context), and are explained thoroughly to be readable materials for students and teachers who are not hearing-impaired will help them to learn the way how students with hearing impairment communicate (either using lipreading or sign language), (3) the success of language learning needs good support from the environment since it increases students’ motivation.

On the other hand, among the people who disagree with the idea about designing the materials for students with hearing impairment, they believe that, (1) when the designed English speaking materials are applied to teach the hearing-impaired students, it violates the right of the hearing-impaired students because they are forced to adjust with the world of students without hearing impairment, (2) it is assumed that most of normal people (in this case are students and language teachers who are not hearing-impaired) in Indonesia, who have not built equality mindset towards students with special needs, may not appreciate or understand the world of the hearing-impaired students due to their physical
limitation, thus the materials designed will not be effective to help them understanding and appreciating students with hearing impairment, and (3) language is systematic, so it is can only be learned and acquired by normal students (well-functioning students).

A further discussion may arise through a question about the teaching techniques which are considered appreciate the students’ nature of communication; they are the use of lip reading method and sign language method. Regarding to the use of lipreading to teach speaking to students with hearing impairment, a question arises: is lipreading instruction effective? In answering the question, it is important to consider the type. There are potentially competent lipreaders and mediocre lipreaders. The first community is considered fast at acquiring effective lipreading skills since they are already well-trained and have been familiar with the instruction. The second community, however, need assistance to improve their lipreading skills and, even then, will not automatically become competent lipreaders. In other words, instruction may help mediocre lipreaders to become better mediocre lipreaders but will not turn mediocre lipreaders into competent speechreaders.

There are several kinds of sign languages, two of them are British Sign Language and American Sign Language. British Sign Language is the most widely used method of signed communication in the United Kingdom (www.actiononhearingloss.org.uk). British Sign Language has evolved naturally, as all languages do. It uses a combination of hand shapes and movements, lip patterns, facial expressions and shoulder movements. British Sign Language is
structured in a completely different way to English. In British Sign Language one starts with the main subject or topic. After that, she/he refers to something about the topic. For example:

English – ‘What is your name?’

British Sign Language – ‘Name – what?’

The next is about American Sign Language. According to Standard for Learning American Sign Language, there are differences between American Sign Language and American English spoken language. English is an aural and oral language, whereas American Sign Language is a visual and gestural language which uses some movements of some parts of body such as hands, arms, face, and body. Hence, one element of the language, that is grammar, is completely different from English. However, American Sign Language is widely used in English-speaking countries where community of students with hearing impairment live. As a consequence, the hearing-impaired students are potentially anglicise some words or phrases in order to communicate what they mean and express what they feel. As a further consequence, learning American Sign Language is considered as a very big challenge since this genre of language is at the fourth rank of the most difficult language after Arabic, Chinese, and Japanese (Jacobs as cited in Rohan, 1996).

Based on those kinds of methods for teaching students with hearing impairment in junior high school level in Indonesia, it is suggested that English speaking materials should be presented using either lip reading or sign language. When the materials are also aimed at encouraging students without hearing
impairment and teachers of students without hearing impairment to get into and to appreciate students with hearing impairment, they have to be completed with sufficient explanation to accommodate the aim.
CHAPTER III
CONCLUSIONS AND RECOMMENDATIONS

After discussing some pros and cons of how to design English speaking materials for students with hearing impairment in Indonesian context, some conclusions can be drawn. First, regarding the pros and cons on how students with hearing impairment are perceived in Indonesian context nowadays designing English speaking materials for them is considered necessary. Second, despite the pros and cons appear, the students’ culture of communication and the right to learn have to be valued. Third, lipreading or sign language are considered as better communication tool for students with hearing impairment.

Some recommendations for designing the English speaking materials for students with hearing impairment in junior high school level in Indonesian context are: students with hearing impairment should be facilitated by the government, particularly Ministry of Education and Culture of Indonesia, that is by designing appropriate curriculum for students with hearing impairment which is suitable for them and accommodating their needs of learning English, teachers of students with hearing impairment need to have honest and sincere willingness in assisting junior high school students with hearing impairment in learn English, and teachers of the students need to consider students’ characteristics and their nature hurdles to communicate with normal people without violating their right to learn.
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