

CHAPTER I INTRODUCTION

A. Research Background

DHH (Deaf and Hard-of-Hearing) in the English Foreign Language (EFL) context is required to achieve bilingual or trilingual capabilities amid the hearing limitations generally develop with principles of structures, acquisition, and language process of sign in the class.¹ The concept of language learning for DHH is prepared based on minority and linguistic culture refers to the signed language and spoken language of the phenomena that pushed on the existence of foreign languages.² Therefore, the early steps of EFL students in learning English are to do the habituation through the process of stimulus, response, and negative reinforcement.³ Student with DHH is also required to explore EFL Classroom.⁴

DHH students also need an academic, linguistic, and social-emotional support to improve their listening ability. One of the ways is collaboration with influential partners or parents in environmental adaptation. In the academic field, deaf students need a relevant curriculum setting, clear instruction, and appropriate access to their circumstances. Curriculum setting, clear instruction, and appropriate access can increase the child's cognitive ability which will eventually help increase the student's limited listening ability. Indeed, family member support affects the learning development and ability of students. Family existence greatly affects students' learning motivation, achievable performance, to the student's ability to connect the information in class. To strengthen students' weaknesses in listening, students can encourage reading and writing skills as the main capital in enrichment. In addition, DHH students need a social angle to help them train social emotions such as life experience, self-confidence, and self-

¹ Marschark, M., Tang, G., & Knoors, H. Bilingualism and Bilingual Deaf Education. In M. Marschark (Ed.), *Time to Take Stock* Vol. 1. Oxford University Press. 2014.

² Domagala-Zysk, E., & H. Kontra, E. English as Foreign Language for Deaf and Hard-of-Hearing Person: Challenges and Strategies. Cambridge Scholars Publishing. 2016

³ Square, P., Milton, P., & Abingdon. English as a Foreign Language for Deaf and Hard of Hearing Learners (E. Dingmala-Zysk, N. Moritsz, & A. Podlowska, Eds.). Rotledge by Taylor & Francis Group. 2021

⁴ Squires, B., & Kay-Raining Bird, E. Self-Reported Listening Abilities in Educational Settings of Typically Hearing Children and Those Who Are Deaf/Hard-of-Hearing. *Communication Disorders Quarterly*, 2022, 152574012210744. <https://doi.org/10.1177/15257401221074412>

acceptance, up to self-esteem to a level that will enhance social skills and personal discovery.⁵

In previous research, the researcher found several examples that might support this research. The first previous study entitled “Teaching Foreign Language to Deaf in Poland” emphasized the importance of teaching sign language at the university level for prospective teachers and educators of the deaf.⁶ This is intended to make it easier for students and teachers to interact. The teacher's teaching method must be modified according to the abilities of the deaf students. DHH considers English important enough to feel equal to those who use English as a tool to understand the world. The results of another study show that despite DHH's lack of motivation in learning English, many of them wish to work abroad where they are required to use a foreign language.⁷ Another study also mentions that demotivation is a challenge for deaf people⁸. It is caused by the lack of understanding of the people around them and poor mastery of the language results in a worrying mental illness among the deaf.⁹ To increase DHH motivation, the learning environment is very influential. Nevertheless, other research also states that teaching these people implies more than designing learning strategies and implementing effective strategies.¹⁰ The combination of technology and educational resources increased the motivation, autonomy, and language learning of deaf students.

Therefore, the researcher would like to explore more about the English listening process for deaf children who are thought to have a less able sense of listening. Since English is a foreign language of Indonesia, no doubt the complexity of English becomes higher than the native or national language because it is rarely used by Indonesians to

⁵ Szymanski, C., Lutz, L., Shahan, C., & Gala, N. *Critical Needs of Students Who are deaf or Hard of Hearing: A Public input Summary*. Gallaudet University. clerccenter.gallaudet.edu. 2013. 1–11.

⁶ Krystian Kamiński, “Teaching Foreign Language to Deaf in Poland”, *Linguistische Treffen in Wrocław*, Vol. 20, No. 2, 2021, 217-226. <https://doi.org/10.23817/lingtreff.20-14>

⁷ Edit H. Kontra, Kata Csizér, Katalin Piniel, “The Challenge for Deaf and Hard-of-Hearing Students to Learn Foreign Languages in Special Needs Schools. *European Journal of Special Needs Education*, Vol. 30, No. 2, 2014. 141-155.

⁸ Kata Csizér, Edit H. Kontra, “Foreign Language Learning Characteristic of Deaf and Severely Hard-of-Hearing Students”, *The Modern Language Journal*, Vol. 104, No.1, 2020. <https://doi.org/10.1111/modl.12630>

⁹ Marion Shields, Madelyn Lennox, “Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing”, *TEACH Journal of Christian Education*, Vol. 11, No. 2, 2017, 4-8. doi:10.55254/1835-1492.1357

¹⁰ Olga Lucía Ávila Caica, “Teacher: Can You See What I’m Saying? A Research Experience with Deaf Learners”, *PROFILE*, Vol. 13, No. 2, 2011, 131-146.

interact in everyday life. This study wants to explore DHH students' experience in a listening classroom. From the study, it can be traced to the students during the listening process and the effort that can be made to assist the development of listening capabilities for the deaf. The result of research may also be an analysis, whether the deaf person can follow the English listening learning in an institution or not. Thus, generalizing between normal children and those with deaf persons is categorized by the child's physiological condition and determined the correct handling of the listening process.

B. Research Question

To achieve the purpose of the research, the question arises:

1. What experiences do DHH students get from using the English listening classes in the learning process in the EFL class?
2. What are the future recommendations to develop a special teaching & learning method for DHH students?

C. Research Objectives

Based on the research problem, the purpose of this research is:

1. To explore the DHH students' experiences in using English listening classes in the learning process in the EFL class.
2. To understand future recommendations in applying special method for DHH students.

D. Research Significances

1. Development of science

The study is expected to provide additional benefits and knowledge for further research, so it can be additional references for the readers in particular to understand the DHH students in EFL classroom. Teachers will also feel helped by this research to determine which English listening method to use for teaching. In addition, it can build awareness to care, love, and affection for DHH students because they deserve a good education.

2. Practical Uses

The study can provide more knowledge for readers about English listening method for DHH students. Furthermore, it will be useful to improve knowledge about linguistic for English Department's student and teachers of special need school. It can also help teachers to have new information about English listening method for DHH students and can ensure that the methods are effective.

3. Pedagogical Implication

The research can be used as evaluation materials for the DHH students to find appropriate method in EFL class. The teachers also can decide the appropriate method for learning activities that accordance with the students' ability. This study also provides enlightenment for readers on how to determine methods in teaching foreign language for deaf people.

E. Definition of Key Terms

It is very important to make key terms clear so that readers do not misunderstand. Some theories related to the research are:

1. Narrative Inquiry

Narrative analysis takes stories as the primary data source and examines content, structure, performance, or context as well as considering the narrative as a whole.¹¹ Narrative Inquiry is a narrative report that tells a detailed sequence of events that usually focuses on the study of a single person or individual and how that individual gives meaning to his experience through the stories told, data collection by collecting stories, reporting individual experiences, and discusses what the experience means to the individual.

2. Deaf or Hard-of-Hearing (DHH)

Deaf people are people who have lost the ability to hear so that it hinders the process of language information through hearing, either using or not using hearing aids where the hearing limit they have is sufficient to allow the success of the process of language information through hearing. When viewed physically, deaf children are not different from hearing children in general. There is no satisfactory definition of deaf or hard-of-hearing, apart from a behavioral definition, because hearing loss occurs on a continuum and is influenced by many other external factors.¹² Even though deaf children have been given hearing aids, deaf children still need special education services.

3. Listening

Listening is the first of the four skills in English. Indeed, the ability to speak English is also measured by intelligence when listening. If we have good listening skills, then communication using

¹¹ Kathleen Wells, *Narrative Inquiry* (New York: Oxford University Press: 2011), 7.

¹² Melanie Doyle, Linda Dye, *Mainstreaming the Student who is Deaf or Hard-of-Hearing*, 2002, 1

English will also be smoother. We can learn to listen in English with fun methods so that our abilities can improve well and quickly. Usually, students face several challenges when learning to listen to English, due to the speaker's pronunciation and speed, and their own anxiety and poor vocabulary mastery and lack of information about the topic of conversation.¹³ Therefore we have to practice a lot.

4. English as a Foreign Language (EFL)

EFL stands for 'English as a Foreign Language'. This program helps students to improve their English language skills. This EFL teaching applies in countries where the majorities do not use English for daily communication but still study English as a preparation for career prospects such as continuing studies at foreign universities or who have good English language skills qualifications, job requirements, requirements for scholarships, requirements for joining the international community, etc. In addition, Indonesia is one of the countries that learn EFL. EFL is primarily used by non-native English learners.¹⁴

5. Experience

Experience is an event that has actually been experienced. In a broad sense, experience designates a way of life or action and refers to daily life practices such as, for example, what is the basis of one's knowledge when they are young. More specifically, experience refers to all the data provided by our senses. Dewey basically defined experience as the interaction of organism and environment.¹⁵ Any experience appropriate to a particular situation is subjective and depends on the perception of the person living it.

F. Organization of Thesis

The organizations of the research are follows:

1. Chapter I – Introduction

This chapter presented the conceptual research framework, including the research background, research question, research objectives, research significances, the definition of key terms, and paper organization. This chapter contains essential information for understanding this research.

¹³ Jwahir Alzamir, "Listening Skills: Important but Difficult to Learn", *Arab World English Journal (AWEJ)*, Vol. 12, No. 3, 2021, 366-374. DOI: 10.31235/osf.io/9yhf2

¹⁴ Peng Si, "A Study of Differences between EFL and ESL for English Classroom Teaching in China", *IRA-International Journal of Education & Multidisciplinary Studies*, Vol. 15, No. 1, 2019, 32-35. DOI: <http://dx.doi.org/10.21013/jems.v15.n1.p4>

¹⁵ Arian G Acampado, "Understanding Experience: Dewey's Philosophy", *International Journal of Educational Research and Studies*, Vol. 1, No. 1, 1-6.

2. Chapter II – Literature Review

In this chapter, the researcher provides knowledge related to the topic, including a theoretical description, a review of the previous study, and theoretical framework.

3. Chapter III – Research Methodology

It contains the research method, research populations/sample, research setting, research participants/subjects, instruments and data collection technique, research data validity, data analysis techniques, and research ethical consideration.

4. Chapter IV – Results and Discussions

The answers to the research questions are provided in this chapter; the researcher conveys the discussions of the findings to make it clearer for the readers.

5. Chapter V – Conclusion and Suggestion

This chapter provides a brief summary of the research, which contains a conclusion and recommendation.

