

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Deafness or Hard of Hearing (DHH)

Deafness is a condition in which hearing function has decreased so we have difficulty hearing sounds. The deaf cannot hear at all and use sign language as the main means of communication. Most cases of deafness cannot be cured. The cause of the general hearing loss is caused by damage or impairment of the ear organs in two general positions. The state of the outer ear organ covering the ear canal, the eardrum, to the middle ear and it is categorized as the conductive hearing loss. As for if a person with the hard of hearing suffered damage to both outside organs and ear organs simultaneously, and then he is categorized as mixed hearing loss.¹ Meanwhile, in general, the term hard of hearing is used as a self-description by people with mild to moderate hearing loss. Because people with impaired hearing have difficulty communicating, most use hearing aids or cochlear implants.

People who are deaf and hard of hearing must get different treatment when doing the teaching and learning process because it has an impact on social, language, and fluency of communication.² Many studies around the world have shown that most deaf children, even children with mild disabilities, experience significant delays in language development and academic achievement.³ Non-hearing students will report significant differences in their perceptions of social belonging, problems at school, and self-image compared to their normally hearing peers.⁴ A noisy environment usually will cause grief in children with hearing aids. This is in line with the findings of Bonita Squires and Elizabeth Kay-Raining Bird that deaf or hard-hearing children with poor speech discrimination in noise

¹ Frangulov, A., Rehm, H., & Kenna, M. Common Causes of Hearing Loss for Parents and Families. In *Harvard Medical School Center for Hereditary Deafness*. Harvard Medical School Center. 2004.

² Raja Kushalnagar, Deafness and Hearing Loss. *Human-Computer Interaction Series*, 2019, 35–47. https://doi.org/10.1007/978-1-4471-7440-0_3

³ Naim Salkić, Emira Švraka, Meliha Povlakić Hadžiefendić, “Factors Analysis of Deaf Persons Communication Systems”, *World Journal of Research and Review (WJRR)*, Vol. 6. No. 3, 2018, 21-26.

⁴ Lindsay Cox, et al., “The Effects of Hearing Deficits on Student Self-Perceptions of Social Belonging, Difficulty at School, and Self-Image”, *International Journal of Evaluation and Research in Education (IJERE)*, Vol. 8, No. 2, 2019, 280-285.

need support in developing awareness and expressing difficulties with listening skills⁵, so noise around children should be kept to a minimum. The teacher can close the door or window to reduce noise. Therefore, it is important that all staff in schools, especially teachers, who work in inclusive education classrooms, create conditions and develop strategies that remove the barriers that deaf and hard of hearing students face.⁶

In addition, to address the needs of students with hearing loss the teacher can pronounce words using lip movements clearly to help children read the lips. When using videos, make sure the teacher uses the subtitle feature. The subtitle is the most convenient for the DHH. In a study room, a teacher is required to place a DHH student in front of the teacher who delivers the material. This makes it easier for DHH's students to read the lips of the teacher. However, if they are expected to sit on the first bench so that they can understand well, this is very wrong. Teachers cannot force deaf people to listen because their ears are passive. This is a step that can make it easier for them to understand the lesson.

Children with hearing impairment usually have difficulty digesting information. Therefore, the teacher must repeat the information in learning. They also have to speak clearly and slowly when giving information to the DHH. To make the child understands what the teacher is saying; the teacher gives a sign that reminds them that important points are being made. Furthermore, it is most helpful to allow students to use hearing aids to make them stronger in hearing when the teacher is speaking. In addition, using visual tools such as boards or computers is one of the things that can support oral lessons. Therefore, teachers are encouraged to use pictures and gestures to improve students' understanding of learning. DHH teachers should ensure that appropriate communication support (such as an interpreter) is available and should work with general education teachers to modify aspects of the classroom environment

⁵ Bonita Squires, Elizabeth Kay-Raining Bird, "Self-Reported Listening Abilities in Educational Settings of Typically Hearing Children and Those Who Are Deaf/Hard-of-Hearing", *Communication Disorders Quarterly*, 2022, 1-10.

⁶ Khalid N. Alasim, "Participation and Interaction of Deaf and Hard-of-Hearing Student in Inclusion Classroom", *International Journal of Special Education*, Vol. 33, No. 2, 2018, 493-506.

and activities for students who have difficulty with classroom communication participation.⁷

The DHH is always accompanied by the speech impaired. This is because when someone does not hear, then there is no concept of information that enters the brain about the concept of words and sentences. When the brain does not have a record of words, it can't get the concept out. A DHH child is someone who has difficulty speaking so it requires special training or learning.

The identity of the deaf can be influenced by socio-cultural-linguistic factors such as culture, ethnicity, family and educational experience, the existence of a support network for the deaf community, communication and language preferences, and the use of visual technology.⁸ The challenges in accurately characterizing DHH students reflect the complexities associated with characterizing a highly heterogeneous population, as well as the difficulty in obtaining accurate information on populations with what are considered low-incidence disabilities that are widespread in both regular and special education settings.⁹ A prominent characteristic of the physical aspect of DHH children is fast hand movements. This is because the hand is used as a communication tool. Because of their limitations in communication, DHH children also have a limited social environment. This causes them to be highly egocentric and have an innocent personality and not much nuance even in extreme emotional states.

In the academic field, deaf children often experience obstacles in verbal subjects because of their limitations in language. Although using a cochlear implant does not restore full hearing and is only suitable for a small number of deaf children.¹⁰ Furthermore, there is a relationship between the loss of listening ability and language barriers. A foreign language learning experience for deaf and hard of hearing students is full of challenges and setbacks regardless of

⁷ Shirin D. Antia, et al., "Academic Statuses and Progress of Deaf and Hard-of-Hearing Students in General Education Classrooms", *Empirical Articles*, Vol. 14, No. 3, 2009, 293-311. doi:10.1093/deafed/enp009

⁸ Andrews, J., Shaw, P. & Lomas, G. *Deaf and Hard of Hearing*. In *Handbook of Special Education*, edited by J. Kauffman & D. Hallahan. University of Virginia (233-246). New York: Routledge. 2011.

⁹ Shaver, D., Marschark, M., Newman, L., & Marder, C. Who is Where? Characteristics of Deaf and Hard-of-Hearing Students in Regular and Special Schools. *Journal of Deaf Studies and Deaf Education*, 2014 19 (2): 203-219. doi. doi.org/10.1093/deafed/ent056.

¹⁰ Terri Feher-Prout, "Stress and Coping in Families with Deaf Children", *Theoretical and Review Aticles*, Vol. 1, No. 3, 1996, 155-166.

their motivation and desire to learn a foreign language¹¹. The role of parents is very important in the learning process to increase children's learning motivation. Even though they have limitations, their enthusiasm to continue learning deserves to be appreciated.

When schools first accepted DHH children, they often made mistakes, even though their intentions were good. Schools must learn about deafness, just as DHH children must learn about the school. Learning for children with special needs requires a separate strategy according to their individual needs. Planning language and literacy instruction and additional interventions for DHH students whether in general education classes, resource rooms, or in bilingual education programs begins with assessing student performance, strengths, and current needs.¹² DHH people experience obstacles in hearing so the learning media used emphasizes more visuals. Fill-in-the-blank word is a learning media that can be used to train DHH children to make sentences. Usually, in a sentence, there is an empty word so it is the child's task to find the right word. In addition, image media is used to identify the material names of objects where the description of the name of the object is also included. Unfortunately, sequential learning and memory may underlie the delayed language skills of many children with DHH¹³.

2. Teaching and Learning English to Student with DHH

DHH students in public schools often face social isolation and difficulties in academic participation.¹⁴ Teaching English to students generally can be difficult, let alone teaching students who suffer from deafness or hard hearing. Limitations in listening are a challenge for teachers. In addition, because English Sign Language is completely visual, deaf students have no written or spoken language on which to base their second language learning. Moreover, English pronunciation is different from what is written, so it requires a way to convey it to DHH students through sign

¹¹ Kata Csizèr, Edit H. Kontra, "Foreign Language Learning Characteristics of Deaf and Severely Hard of Hearing Students", *The Modern Language Journal*, Vol. 104, No. 1, 2020, 233-249.

¹² Maria C. Hartman, Onudeah D. Nicolarakis, Ye Wang, "Language and Literacy", Issues and Consideration", *Education Sciences*, Vol. 9, No. 3, 2019, 180. Doi: 10.3390/educsci9030180

¹³ Michelle A. Gremp et al., "Visual Sequential Processing and Language Ability in Children who are Deaf or Hard of Hearing", *Journal of Child Language*, Vol. 46, No. 04, 2019, 785-799.

¹⁴ Michael S. Stinson, "Considerations in Educating Deaf and Hard-of-Hearing Students in Inclusive Settings", *Journal of Deaf Studies and Deaf Education*, Vol. 4, No. 3, 1999, 163-175. <https://doi.org/10.1093/deafed/4.3.163>

language. While English Language Learners (ELs) who speak non-English native languages are usually the focus of this line of scientific inquiry, deaf and hard-of-hearing students (DHH) occupy a different space in this conversation. For DHH learners, literacy rates may be hampered by early reliance on survival-based language learning models¹⁵. However, there are already many DHHs who can speak English.

Most DHH people learn English through writing because this method is considered the most effective and can provide clear information about grammar in English. Hannah Dostal, Kimberly Wolbers, and Joan Weir state that writing instruction that explicitly addresses the uniqueness of each genre and the similarities between them has the potential to influence students' knowledge of writing that goes beyond direct instruction and supports writing in genres that are not taught¹⁶.

Learning English sign language is different from learning ordinary English. In structure and vocabulary, Indonesian sign language is much different from English sign language. The production of words in English is the most difficult stage experienced by DHH people because, they have to go through two translation processes, namely Indonesian to English then to sign language. Another way that DHH people use to learn English remains the same as ordinary people, using English dictionaries, thesauruses, and books.

Not all DHH people can communicate in English sign language because English is used more in writing than in communication and some vocabulary is adapted from American Sign Language or ASL. Some DHH students who are also English learners (ELLs) struggle to learn English, possibly their mother tongue, and quite possibly a third language, ASL¹⁷. American Sign Language (ASL) is a natural and complete language that has the same linguistics as spoken language, with a different grammar from English. ASL is expressed by hand and facial movements. This is

¹⁵ Sara Raven, Gretchen M. Witman, "Science in Silence: How Educators of the Deaf and Hard-of-Hearing Teach Science", *Research In Science Education*, Vol. 49, No. 4, 2019, 1001-1012.

¹⁶ Hannah Dostal, Kimberly Wolbers, Joan Weir, "Transfer of writing skills across genres among deaf and hard of hearing elementary writers", *International Journal Of Educational Research*, Vol. 109, 2021, 101849.

¹⁷ Joanna E Cannon, Caroline Guardino, "Literacy Strategies for Deaf/Hard-of-Hearing English Language Learners: Where Do We Begin?" *Deafness& Education International*, Vol. 14, No. 2, 2012, 78-99.

the primary language of many North Americans who are deaf and is also used by many who heard it. This sign language is the most widely used as the root of various sign languages in the world.

Sign language is non-universal, that is, there is no single sign language that is used by all Deaf people around the world, and non-concrete, that is, it does not consist of "concrete images", pantomimes, or "airborne signs".¹⁸ Sign language in English may not be widely known by us, but it turns out to be quite important in international relations. As Indonesians who speak Indonesian and regional languages daily, not many of us can speak English fluently. In fact, as an international language, English is one of the main keys to communicating to all corners of the world including in terms of communicating through signs.

Language and communication are pressing issues for students' education in HH and have historically been one of the most studied areas of deaf education research.¹⁹ In teaching English, a teacher is required to be creative, flexible, committed to learning progress, and a willingness to learn from the students. However, an inclusive philosophy can influence a teacher's approach to all students, thus influencing optimal class sizes, curriculum choices, and assessment accommodations.²⁰ An English teacher must be able to know the goals or targets of learning English that will be given to students with special needs. By knowing the target learning, the teacher will be able to design learning approaches, models, appropriate learning, and learning strategies. Teachers must have patience and skills in teaching English for the DHH. Teachers who teach English subjects are special teachers who are trained to teach children with special needs. Teacher education background who teaches English is a bachelor of English education.

Strategies to overcome these challenges are: a) the teacher needs a lot of references to develop material, b) the teacher needs media and writes words on the blackboard, c) knocks on the table to attract the attention of deaf students, d) asks deaf students to bring a

¹⁸ Laura Ann Petitto, "Are Signed Languages 'Real' Languages? Evidence from American Sign Language and Langue des Signes Québécoise", *Signpost (International Quarterly of the Sign Linguistics Association)*, Vol. 7, No. 3, 1994, 1-10.

¹⁹ Jessica A. Scott, Hannah M. Dostal, "Language Development and Deaf/Hard of Hearing Children", *Education Sciences*, Vol. 9, No. 2, 2019, 135. DOI: 10.3390/educsci9020135

²⁰ Stephanie W. Cawthon, "Teaching Strategies in Inclusive Classroom with Deaf Students", *Journal of Deaf Studies and Deaf Education*, Vol. 6, No. 3, 2001, 212-225. DOI:10.1093/deafed/6.3.212

dictionary, e) provides homework and lots of examples, f) requires teaching models and professional teachers to be creative and effective in teaching English to deaf students.²¹ Therefore, the selection of teaching techniques is the main thing that teachers must pay attention to. The teacher who must teach these students with special needs is someone who is truly capable and understands who to teach, and what to teach.

3. Narrative Inquiry in ELT

Narrative inquiry can be interpreted as research that aims to explore in depth the meaning that a person gives to the experience of the object of research. For this reason, the narrative researcher usually works with a small sample of research subjects to get a rich discourse where the formation process is carried out through an emphasis on multilevel experience, so in general, this research takes the form of interviews with people around the research topic of interest, but may also involve the analysis of written documents.

Narrative inquiry brings together storytelling and research either by using stories as research data or by using stories as a tool for data analysis or presentation of findings.²² Stories are a reflection of the fact that experience is a matter of growth and that understanding is continually developed, reshaped, and retold, often in an informal way²³ so that in its preparation it seeks to understand experiences taken through documentation or sources of personal information from a person or group by collecting and analyzing his life story.

Articles appearing in narrative inquiry utilize approaches and methodologies in narrative research to shape experiences, traditions, and values for future generations. Narrative inquiry starts from experiences that are expressed in life and told in stories.²⁴

One Narrative Inquiry originated with Connelly and Clandinin in the 1990s and builds on John Dewey's philosophy that experience is relational, temporal, and situational, and thus if

²¹ Aris Ristiani, "Challenges in Teaching English for the Deaf Students", *ELLITE: Journal of English Language, Literature, and Teaching*, Vol. 3, No. 1, 2018, 16. DOI: 10.32528/ellite.v3i1.1773

²² Barkhuizen, G., Benson, P., & Chik, A. *Narrative inquiry in language teaching and learning research*. Routledge. 2014.

²³ Mertova, P., & Webster, L. *Using narrative inquiry as a research method: An introduction to critical event narrative analysis in research, teaching and professional practice*. Routledge, an imprint of the Taylor & Francis Group. 2020

²⁴ Clandinin, D. J. *Handbook of Narrative Inquiry: Mapping a methodology*. Sage Publications. 2007.

deliberately explored, has the potential to be educational. More specifically, it is only when experience is reflected and reconstructed that it has the potential to reveal the construction of human identity, knowledge, and care²⁵. Narrative researchers explore educational research problems by understanding an individual's experience. This learning occurs through stories told by individuals, such as teachers or students. Stories are the data, and researchers usually collect them through interviews or informal conversations.

In addition, to learn good English, it takes a teacher who can teach English well. That is the reason why every English teacher should learn English Language Teaching (ELT). Other factors influence teachers in learning ELT. Student learning outcomes are the most significant external factors influencing teacher responses to ELT; teacher qualifications strongly influence their perception of the influence of external factors on their responses to ELT; the way teachers perceive the effect of their students' learning outcomes and previous education policies are significantly influenced by their qualifications²⁶.

Communicatively oriented teaching materials need to be injected into the ELT program, teaching methods need to be overhauled, and the assessment system needs to be directed to unbiased standard methods. In addition, considering the impact of facilities and administrative problems on the evaluation and satisfaction of students with a program, supportive policies are made to ensure student satisfaction and the continuity of the institution²⁷.

Narrative research methodologies are developing, and researchers argue that emerging design ideas are essential if Narrative Inquiry (NI) continues to evolve in generating new knowledge, especially in ELT. Researchers using NI should be able to catch up with unexpected methodological changes when conducting an investigation. Understanding institutional benefits and barriers to emerging design aspects are addressed in this

²⁵ Gail M. Lindsay, Jasna K. Schwind, "Narrative Inquiry", *Canadian Journal Of Nursing Research*, Vol. 48, No. 1, 2019, 14-20.

²⁶ Le Xuan Mai, Le Thanh Tao, "English language teaching pedagogical reforms in Vietnam: External factors in light of teachers' backgrounds", *Cogent Education*, Vol. 9, No. 1, 2022, 1-20.

²⁷ Iman Alizadeh, "Exploring Language Learners' Perception of the Effectiveness of an English Language Teaching (ELT) Program in Iran". *Cogent Education*, Vol. 5, No. 1, 2018, 1-19.

evolving approach to qualitative research²⁸. Narrative inquiry in the English Language Teaching program was taken to provide flexibility to participants and researchers to describe teaching English without any boundaries to create openness and renewability of research.

B. Review of Previous Study

Previous research mostly raised the question of the student from the perspective of the teacher, not the student, especially about the teaching strategies applied in the face of the deaf. In addition, there is no specific discussion about listening to English but only a general outline of the challenges of teaching English. The following authors attach a table of differences between their research and previous research:

Table 2.1 Analysis of Similarities and Differences with Previous Studies

No.	The Title	Similarities	Differences
1	The Foreign-Language Learning Situation of Deaf Adults: An Overview	Deaf suffered from a lack of proper methods and materials. Use the context of the EFL	Not specifically discuss about listening English
2	English as a Foreign Language (EFL) Teachers Teach English for Deaf Student	The equality of education for the deaf Use the context of the EFL	Discusses the perception of teachers, especially the teachers’ strategies in overcoming the teaching challenges, not the perceptions of students. Not specifically discuss about listening English
3	Strategies to Address Educational Needs of Students Who are Deaf	Discuss about deaf student	Discusses the perception of teachers, especially the teachers’ strategies in overcoming the teaching challenges, not the perceptions of students.

²⁸ Anne Bruce et al., “Narrative Research Evolving”, *International Journal of Qualitative Methods*, Vol. 15, No. 1, 2016, 1-6.

No.	The Title	Similarities	Differences
	or Hard of Hearing		Not specifically discuss about listening English
4	Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High School	Discuss about learning for the deaf in Indonesia Use the context of the EFL	Discusses the perception of teachers, especially the teachers' strategies in overcoming the teaching challenges, not the perceptions of students. Not specifically discuss about listening English Students were from junior high school, not from university.
5	Teacher's Strategies in Teaching English for the Hearing-Impaired Students	Discuss about deaf student	Discusses the perception of teachers, especially the teachers' strategies in overcoming the teaching challenges, not the perceptions of students. Not specifically discuss about listening English

Furthermore, the detailed dosage material discussed in the previous research is as follows:

1. There is a study that aims to address the disadvantaged situation of this particular group of people by providing insight into their learning needs, their motivations, and their difficulties. The research is entitled "The Foreign-Language Learning Situation of Deaf Adults: An Overview".²⁹ People with hearing impairment are greatly disadvantaged by the lack of teaching methodologies and the lack of learning materials developed specifically for them. However, there are still schools that meet the needs of the deaf and are can provide a suitable atmosphere for them. The best support that the language teaching profession can provide is to develop and disseminate methods and materials. They should also be given access to free sign language courses so that they can improve their communication with their learners in class.

²⁹Edit H. Kontra, "The Foreign-Language Learning Situation of Deaf Adults: An Overview", *Journal of Adult Learning, Knowledge and Innovation*, Vol. 1, No. 1, 2017, 35-42. <https://doi.org/10.1556/2059.01.2017.1>

2. Deaf people have the same right to education. However, foreign language teachers will have difficulty teaching them. In research, Putri Yunisari, Usman Kasim, and Saiful Marhaban entitled “English as a Foreign Language (EFL) Teachers Teach English for Deaf Student” reveal that there are several problems faced by EFL teachers in teaching DHH students.³⁰ From this research, we can find out the problems faced by teachers in teaching DHH students such as communication, vocabulary, and writing problems. In addition, the implementation of the curriculum, limitations of learning media, appropriate methods and approaches, students' inability to hear, students' cognitive abilities, English background, classroom conditions, and school facilities.
3. Deaf students have unique learning needs, especially in language acquisition. Marion Shields and Madelyn Lennox conducted this research with the title “Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing”.³¹ Educators need to implement strategies to support the physical, academic, social, and emotional well-being of their DHH students. The lack of understanding of the people around them and poor mastery of the language results in a worrying mental illness among the deaf. To reduce this, it is necessary to implement an effective management strategy. In addition, the motivation of classmates will also drive their academic success.
4. Special school teachers are required to do various ways so that students can understand the material presented. There is a study from Sugeng Susilo Adi, Frida Unisah, and Darin Fadhillah entitled “Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High School” which aims to describe the challenges in teaching English to deaf students and describe strategies to overcome these challenges.³² Based on this research, six challenges must be faced by teachers; 1) the teacher must attract the attention of the students without mentioning their names, 2) students' mistakes in understanding words because of lip movements that are

³⁰Putri Yunisari, Usman Kasim, Saiful Marhaban, “English as a Foreign Language (EFL) Teachers Teach English for Deaf Student”, *English Education Journal (EEJ)*, Vol. 12, No. 2, 2021, 337-357. <https://doi.org/10.24815/eej.v12i2.19099>

³¹Marion 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

³²Sugeng Susilo Adi, Frida Unisah, Darin Fadhillah, “Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High School”, *International Journal of Education and Research*, Vol. 5, No. 12, 2017, 121-136.

similar to other words, 3) the teacher is required to give an example before entering the next material because of the limited vocabulary of students, 4) the difficulty of students distinguishing similar words in different contexts, 5) the teacher's difficulty in delivering the material due to the lack of background knowledge of students, 6) the teacher must repeat the material before continuing to the next material.

5. Therefore, teachers must be able to apply the right strategies in teaching DHH students. Fatimah Nur Hadi, Dewi Sri Wahyuni, and Hefy Sulistyawati conducted a study entitled "Teacher's Strategies in Teaching English for the Hearing-Impaired Students" to investigate teacher strategies in teaching English to deaf students in a special school in Surakarta, to find teacher problems in teaching English, and to find out how teaching strategies help deaf students to learn English.³³ The results of the study indicate that the strategies used to teach deaf students are Drilling and Visual Scaffolding. The use of a drilling strategy makes it easier for students to remember new vocabulary given by the teacher. The teacher uses visual scaffolding to support students in understanding the material.

These studies can be used as a reference for teaching listening to students. Deaf people have the same opportunity to get an education. DHH students can also be taught using the latest methods that can make it easier for them to understand the lesson. The right method will produce good results too. Indeed understanding a foreign language is very difficult, especially for DHH students, therefore high concentration is required when listening to a foreign language. Examples of strategies that can be applied in teaching DHH students are drilling and visual scaffolding. That is DHH's way of learning foreign languages, especially English.

This study is different from previous research because the researcher examined DHH students who were studying in the listening class, even though this was a weakness of DHH sufferers and even some special schools refused to provide listening material. The researcher is trying to find a way out of the problems experienced by people with DHH so far.

³³Fatimah Nur Hadi, Dewi Sri Wahyuni, Hefy Sulistyawati, "Teacher's Strategies in Teaching English for the Hearing-Impaired Students", Vol. 7, No. 2, 2019, 271. <https://doi.org/10.20961/eed.v7i2.35818>

C. Theoretical Framework

The achievement of DHH children is often lower than the achievement of normal children because it is influenced by the ability of DHH children to understand verbal lessons so that they require them to use their sense of hearing even though it is not normal. Students who are DHH ELs all show growth in language proficiency levels compared to students who are ELs who show no growth. Differences also include influences of diversity such as cultural backgrounds, home languages, and modes of communication.³⁴

Based on Tribunnews.com 99percentage of deaf people can still hear even though the level of hearing loss is very severe³⁵. Even more difficult if the listening lesson uses a foreign language, researcher try to find out what experiences the DHH get when listening to English lessons.

1. Theoretical foundation

The fact that people with DHH at school face many difficulties in learning and listening to English has resulted in researchers trying to find the root cause of this phenomenon. In addition, people with DHH will also have difficulty when learning a foreign language. Many people with DHH aspire to work or study abroad where they are required to use a foreign language.³⁶ Researchers also seek to find out the experiences gained by people with DHH during the teaching and learning process.

2. Religious foundation

In Islam, people with disabilities are people who have limitations, special needs, or old age. Following the word of God in the Qur'an surah An-Nur verse 61:

Meaning: "There is no restriction on the blind, nor any blame on the lame, nor is there any sin on the sick, or (any harm) for you if you eat (food) from your own houses or from the houses of your fathers or the houses of your mothers ..." (An-Nur: 61)³⁷

³⁴ Sharon J. Becker. "An Investigation of English Learning of a Sample of Students who are Deaf or Hard of Hearing and English Learners and a Sample of Students who are English Learners". 2017. *Dissertation*. 424.

³⁵ Australia Plus, *Tuna Rungu Pun Bisa Mendengar - Tribunnews.com [Deaf Also Can Listen - Tribunnews.com]*. Tribunnews.com. Retrieved 8 September 2022, from <https://www.tribunnews.com/australia-plus/2014/04/19/tuna-rungu-pun-bisa-mendengar>

³⁶ 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.

³⁷ The Qur'an. An-Nur/24 verse 61. Translated by: Shaykhul Islam Dr. Muhammad Tahir ul Qadri. 5th July 2023. <https://www.irfan-ul-quran.com/english/Surah-an-Nur-with-english-translation/61>

This verse explicitly emphasizes social equality between persons with disabilities and those who are not persons with disabilities. In this case, the researcher wants equality between DHH people and normal people in studying.

3. Juridical foundation

The implementation and fulfillment of the rights of Persons with Disabilities according to Law number 8 of 2016 concerning Persons with Disabilities³⁸ have the following principles:

- a. Respect for dignity;
- b. Individual autonomy;
- c. Without discrimination;
- d. Full participation;
- e. Human diversity and humanity;
- f. Equal Opportunity;
- g. Equality;
- h. Accessibility;
- i. Developing capacities and identities of children;
- j. Inclusive; and
- k. Special treatment and more protection.

To the extent that a child with hearing impairment is an 'English Learner' (by government definition), it seems clear that the child is entitled to at least the same, albeit inadequate, mandated support to hear an 'English Learner'.³⁹

4. Descriptive foundation

The attitude of the Minister of Social Affairs, Tri Rismaharini, who forced the deaf to speak in commemoration of the 2021 International Day of Persons with Disabilities (HDI) has drawn controversy⁴⁰. Behind the incident, what Risma did was related to the phenomenon of audism. Audism is the belief that people with hearing abilities are superior to deaf people. Audism is a term used to describe negative attitudes or discrimination toward deaf or hard-of-hearing people. Of course, the audism attitude is not beneficial

³⁸ Law number 8 of 2016 about Person with Disabilities (Indonesia), retrieved from https://pug-pupr.pu.go.id/_uploads/PP/UU.%20No.%208.%20Th.%202016.pdf

³⁹ Amanda Howerton-Fox, Jodi L. Falk, "Deaf Children as 'English Learners': The Psycholinguistic Turn in Deaf Education", *Education Sciences*, Vol. 9, No. 2, 2019, 133. DOI: 10.3390/educsci9020133

⁴⁰ Kompas Media, *Ketika Risma Paksa Bocah Tunarungu Berbicara hingga Menuai Kritik Halaman all - Kompas.com [When Risma Forced Deaf Childern to Speak until Drew Criticism]*, KOMPAS.com, 2021. Retrieved 12 September 2022, from <https://www.kompas.com/wiken/read/2021/12/04/072512781/ketika-risma-paksa-bocah-tunarungu-berbicara-hingga-menuai-kritik?page=all>.

for the DHH because hearing people are considered superior. A lot of discrimination will occur if this audism still thrives in this country. The idea of equalizing the rights of persons with disabilities and non-disabled persons can be a figment if things like this are not prevented from the start. This attitude becomes the basis for researchers to be as fair as possible to the DHH by providing the same material in the teaching and learning process, and looking for problems that arise so that solutions can be found.

