

**CHALLENGING NONVERBAL COMMUNICATION AMONG
THE DEAFNESS LEARNERS IN TEACHING ENGLISH
AT SLB PUTRA IDHATA MADIUN**

THESIS



By,

SOHIBATUS SA'DIYAH

NIM.210913050

**IAIN
PONOROGO**

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

JANUARY 2018

APPROVAL SHEET

This is certify that sarjana's thesis of:

Name : Sohibatus Sa'diyah

Student Number : 210913050

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : Challenging Nonverbal Communication among The Deafness
Learners In Teaching English at SLB Putra Idhata Madiun.

Has been approved by the advisor for further approval by the board of examiners.

Advisor

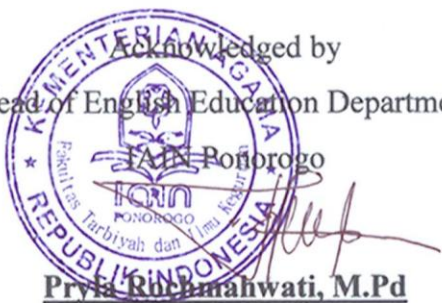


Wiwin Widyawati, M.Hum

Date, May 16th, 2018

NIP. 197505212009122002

Acknowledged by
Head of English Education Department
IAIN Ponorogo



Prya Ruchmahwati, M.Pd

NIP.198103162011012003



MINISTRY OF RELIGIUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is certify that sarjana's thesis of:

Name : Sohibatus Sa'diyah
Student Number : 210913050
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : Challenging Nonverbal Communication among The Deafness
Learners In Teaching English at SLB Putra Idhata Madiun.

Has been approved by the board of examiners on:

Day : Wednesday
Date : June 6th, 2018

and has been accepted as the requirement for the degree the sarjana in English Education on:

Day : Wednesday
Date : July 11th, 2018

Ponorogo, July 11th, 2018

Cetified by

Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. Yulipadi, M.Ag

NIP. 196512311997031003

Board of Examiners

1. Chairman : Dr. Harjali, M.Pd ()
2. Examiner I : Dra. Hj. Aries Fitriani, M.Pd ()
3. Examiner II : Wiwin Widyawati M.Hum ()

CHAPTER I

INTRODUCTION

A. Background of the Study

Persons with disabilities have the right to live as normal life and are entitled to the opportunity to obtain their rights, including the right of education and learning. It is stated in law number 20 of 2003 on National Education System Article 32 states that: “Special education (extraordinary education) is an education or learners who have difficulty in following the learning because of physical, emotional, mental and social disorders or have the potential of intelligence and special talent”.¹

It means that the empowerment of children with disabilities through education becomes a common task in order to increase the ability of them to become human beings who are willing on the basis of their own volition, able to think rationally, able to control themselves and have pride and confidence like the other normal children.

According to Krik as quoted by Mohammad Efendi, “Children with disabilities who are included in the category need special services (teaching and education), i.e. “...Who deviates from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practice, or special educational services in order to develop to his

¹ Undang-Undang No. 20 Pasal 32 Tahun 2003 Tentang Sistem Pendidikan Nasional.

maximum capacity.”² It means that, which are the main objects of education and learning are children who do have abilities than normal children commonly, whether it's mental, physical or social.

Whereas children with disabilities can be classified into visual impairment/blind (*tunanetra*), hearing impairment/deaf (*tunarungu*), speech impaired/mute (*tunawicara*), withdrawal (*tunadaksa*), mentally disabled (*tunagrahita*), and socially disabled (*tunalaras*). One of them is a deaf child who has a hearing impairment is either partly (hard of hearing) or indeed deaf so it can interfere their development of language.

The restrictiveness of a deaf person are those who shortly hear even though they have been assisted by hearing aids, while those who are lack of in hearing are those who can still hear sounds on certain frequencies and when aided with hearing devices then so their level of listening ability will get better.

A person who has language skills will be able to develop his cognitive, social and emotional potential. Divergent o deafness children ability that is difficult to obtain the language, their low-hearing cognitive development is caused by the lack of opportunities to develop it, if deafness children get guidance especially in terms of language early, it will be able to help develop the level of intellectual.

² Mohammad Efendi, *Pengantar Psikopedik Anak Berkelainan*, (Jakarta: PT Bumi Aksara, 2008), p.4

Deaf children need love, attention, friendship, a sense of belonging, and an education, because they do not hear, they cannot learn language without help. Whereas, without language they cannot communicate with others, express themselves, or learn as easily as other children.³ Therefore doing education and teaching to the deaf children will be necessary for the sustainability of the cognitive, social and emotional development of the child.

The process of education and teaching cannot be separated from communication. While the sense of communication itself is, “Attributes or action of human, other than the use of words themselves, which have socially shared meaning, are intentionally sent or interpreted as intentional, are consciously sent or consciously received, and have the potential for feedback from the receiver.”⁴ Therefore, communication is one of the most important daily activities to develop human beings themselves.

Communication can never be separated from human life, because humans are social beings who do require gather with other humans. Instead, to simply conduct a conversation or to get a more complex goal, such as education, trade, influence of thinking and feeling and so on.

Communication has four functions. There are information, control, motivation, and emotional expression. The meaning of control is communication clarifies duties, authority, responsiveness, and permitting control.

³ Sandy, Niemann, *Helping children Who Are Deaf: Family and Community Support for Children Who Do Not Hear Well*, (USA: The Hesperien foundation, 2004), p.1

⁴ Judy Pearson, *Human Communication*, (New York: Mc Graw Hill Companies, 2003) p.102.

Communication as motivation is means to encourage commitment to organizational objectives. Information in communication is mean communication provides information needed in decision making and the last communication as emotional expression, there is communications permits the expression of feelings and the satisfaction of social needs.

Communication in educational terms is known as instructional communication, and this communication is one aspect of the function of communication to improve the quality of thinking in the learner as a communicant in instructional situations. Instructional communication is more directed to education and teaching, how a lecturer has cooperation with his students, so the message or material presented can be received well.

However, with the condition of deaf children who are difficult to accept the language form the surrounding environment resulting they cannot develop their communication skills. So, they need a communication that is able to interpret the language received.

While communication is often done by deafness children is nonverbal language. Children who have different hearing abilities can communicate with gestures, home signs, a complete sign language, and lip-reading and speaking.⁵ Therefore, children who are deaf or cannot hear well can still receive learning

⁵ Sandy Niemann, *Helping children Who Are Deaf: Family and Community Support for Children Who Do Not Hear Well*, (USA: The Hesperien foundation, 2004), p.12

with special techniques of course, and they also need immediate treatment that they do not lose their golden age.

According to Liliweri as quoted by Lanniari, “Nonverbal communication is often used to describe a feelings/ emotion. If the message received through the verbal system does not indicate the power of the message then you may receive other nonverbal signs as support”.⁶ So, nonverbal communication can help to understand the meaning of the message that verbal language is spoken. In addition to supporting verbal language, nonverbal language can be used to replace verbal language.

Albert Mehrabian found that the total impact of a message is about 7 percent verbal (words only) and 38 percent vocal (including tone of voice, inflection and other sounds) and 55 per cent non-verbal. Actually, nonverbal communication plays a very important in daily communication. It would be effective as a communication if someone communicator able to express and interpret nonverbal communication itself.

Nonverbal language is very effective because it does not need to use vocal language, but from the overall behavior of a person can be said as a language that can be understood by deafness children. So they can understand the meaning of the language that communicated to them.

⁶ Lanniari, “*Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas (Studi Deskriptif dengan Data Kualitatif Mengenai Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas di SLB C YPLB Cipaganti)*”. (Bandung: Faculty Of Communication Educaton, Islamic University Bandung, 2007), p. 18

In Indonesia the attention towards the disables including the deafness is still very low. Gufroni Sakaril (Chairman of PPDI) given a speech in expression of gratitude to God at anniversary 30th of PPDI. He said, “To this day, the public facilities provided by the city government are still not disability friendly. Examples are Transjakarta bus way services.⁷ Whereas, According Prof.Dr.Sunartini, SpA (K), Phd as quoted by Tina Tuslina, in her speech at decree of full professor position at Faculty of Medico Gajah Mada University (UGM) Yogyakarta, she said, “Globally, there is an estimated million persons with disabilities population in the world, approximately 80 million need rehabilitation, but only 10% who have access the services.⁸

However, for education has been an established formal school special child that named is Sekolah Luar Biasa (SLB). This school was established to facilitate children with special needs to get the right to learn like other normal children. Learning in this school already has its own curriculum and little different method from other normal schools. This difference is adjusted to give the needs of these special children.

Therefore, researcher wants to observe a nonverbal language to be a theory in communicating among deaf children in learning. It is expected that this research can contribute to the world of education, especially the education of

⁷ Yusuf Asyari, “Fasilitas Umum di Jakarta belum Ramah Disabilitas, in Jawa Pos, March 13th 2017, (online), <http://www.jawapos.com>. Accessed at May 25th, 2017 at 3.29 pm.

⁸ Tina Tuslina, “Perkembangan Pendidikan Anak Berkebutuhan Khusus di Indonesia, in Kompasiana, June 25th, 2015, (online), <http://m.kompasiana.com>. Accessed at May 25th, 2017 at 3.42 pm.

children with special needs that focuses on the communication applied in the learning of deafness children. Then, the researcher hopes nonverbal communication can support the learning done in school so that can improve the intellectual, social and emotional ability of children with special needs.

The researcher has chosen SLB Putra Idhata Glonggong Dolopo Madiun because this school implements nonverbal communication in the form of body cues, mimic of lips and also facial expressions. So that researcher will more easily observe the communication seen in the learning at the school. Departing from the important phenomenon in the communication pattern in the learner, the researcher is interested to take the title of the problem "Challenging Nonverbal Communication Among The Deafness Learners in Teaching English at SLB Putra Idhata Madiun"

B. Research Focus

Research focus is the scope of the problem to be reviewed. This is must to do. So the discussion can be focused and not widen to irrelevant from the original purpose.

According to background of the study above, the researcher will focused on:

1. Deaf children and their impact on teaching English in school.
2. Nonverbal communication used by teachers with students that created in the teaching English process at tenth grade of SLB Putra Idhata Glonggong Dolopo Madiun in academic year 2017-2018.

C. Statements of The Problems

Statements of the problems are useful to provide a focusing idea on research to find out results of this study. Understanding the meaning of the statement of the problem above, the researcher will focus on the following problems:

1. Is there any effect of deafness learner condition on teaching English at SLB Putra Idhata Glongong Dolopo Madiun?
2. Is nonverbal communication able to be applied effectively in teaching English at SLB Putra Idhata Glongong Dolopo Madiun?
3. What nonverbal languages are usually applied in teaching English at school at SLB Putra Idhata Glongong Dolopo Madiun?

D. Objectives of The Study

Objectives of the study are very important because it write description clearly as fundamental of the subject. Based on statement above, this study aims:

1. To determine the effect of deaf student condition on the teaching English at SLB Putra Idhata Glongong Dolopo Madiun.
2. To authenticate the effectiveness of nonverbal communication in the teaching English at SLB Putra Idhata Glongong Dolopo Madiun.
3. To know the general description of the usual nonverbal language created in the teaching English at SLB Putra Idhata Glongong Dolopo Madiun.

E. Significance of The Study

Researcher write this research to be able to give benefit theoretically as well as practically, there is:

1. Theoretical Significance

This research is expected to be a branch of science on learning in the Sekolah Luar Biasa (SLB) using nonverbal communication, so that disability especially deafness children get the same attention and rights to communicate or to get education as normal.

2. Practical Significance

a. The Teacher

This research can improve teachers' knowledge on how to communicate nonverbally, so as to create a more effective and fun teaching and education atmosphere.

b. The Student

These research as a reference for students to increase motivation and proximity of students to teachers so that communication between teachers and students running effectively.

c. The Reader

To increase the knowledge of nonverbal communication and also more able to give appreciation to disabilities children and people who are involved in teaching and education in there.

d. The Parent

In order to be used as a motivation and spirit of their self has been in gifted children with disabilities so as to maintain and provide effective and efficient education.

F. Research Methodology

1. Research Design

This research applies a qualitative research. According to Bogdan and Biklen as quoted by Sugiyono “Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number.”⁹ Besides that according to Susan Stainback as quoted by Sugiyono “The characteristic of qualitative research is reporting the result by means of detailed descriptions, direct quotes form interview, and interpretative commentary.”¹⁰ So, it means that qualitative research is more dominant with reports consisting of narrative text, appearing of possible numbers only as complementary data. In addition, qualitative research requires more patience because it must be in accordance with field data and theoretical possibilities will change in order to adjust the field data that appears.

The approach is the research use case study that is attempting to shed light on phenomena by studying in depth a single case example of the

⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.13

¹⁰ Ibid, p. 14

phenomenon. The case can be an individual person, an event, a group or an institution. Researcher chooses a case study approach so that researcher can get her own experience during the field and researcher will be easier in understanding the existing phenomenon.

Case studies involve fieldwork in which the researcher interacts with study participants in their own natural setting.¹¹ If the implementation of the fieldwork itself does not get results, then at least researcher get experience directly in the field. In addition, natural settings are useful to facilitate the selection of boundaries in accordance with existing in the field.

2. Researcher Role

Researcher in qualitative research is key instrument. Therefore, the results of qualitative research depend on the researcher herself.

According to R.C Bogdan and S.K Biklen as quoted by Djunaidi M. Ghony & Fauzan, “Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.”¹² Therefore, the researcher becomes an observer as participant.

The subjects of this research are the teachers and deaf students who follow the lesson with a nonverbal communication pattern at SLB Putra Idhata Glonggong Dolopo Madiun.

¹¹ Meredith D.Gall, et.al, *Educational Research: An Introduction (7th edition)*, (United States: Pearson Education, 2003), p.438

¹² Djunaidi M. Ghony & Fauzan, *Metode Penelitian Kualitatif*, (Jogjakarta: Ar-Ruzz Media, 2012), p.95.

3. Research Location

This research is conducted in SLB Putra Idhata Glongong Dolopo Madiun, Researcher chooses this place, because: First, SLB Putra Idhata has several levels of class from elementary school, junior high school to high school spread in several levels of the classroom deafness learner, mentally disabled (*tunagrahita*), visual impairment (*tunanetra*), children with hearing impairment (*tunarungu*). Second, the teachers and the students at this SLB use nonverbal communication with deaf students with a SIBI dictionary and often use facial expressions to support sign language.

4. Data Source

Data source consist of two ways. There are primary and secondary data source.

a. Primary Data

A primary source is a direct report of an event by an individual who actually observed or participated in it. In educational research, a primary source generally is a report of a study by one or more of the persons who conducted it, or a report by the authors of their own theory or opinions about educational phenomena.¹³ Its mean that primary source is obtained by way of field research, through observation, interviews and documentation

¹³ Meredith D.Gall, et.al, *Educational Research: An Introduction (7th edition)*, (United States: Pearson Education), 2003, p.111

from SLB Putra Idhata Glonggong Dolopo Madiun. The data information comes from school principals, companion teachers, students and parents.

b. Secondary Data

Secondary source reviews may slant their interpretation of primary source to agree with their own views or may omit some information that a reader wants to know.¹⁴ It is mean that, Secondary data can be obtained by researcher through reading books, journals, articles, web pages that relate and support the theory of researcher and increase the researcher's knowledge of the theory in need.

5. Technique of Data Collection

Technique of data collection is very important to explain the technique that used by researcher and help to organize the research. According to Chaterine Marshall and Gretchen B. Rossman as quoted by Sugiyono, “The fundamental methods relied on by qualitative researchers for gathering information, participation in the setting, direct observation, in-depth interviewing, and document review.¹⁵ It is the mean that, the acquisition of data from qualitative research is dominated by:

¹⁴ Ibid, p.111

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010) cit, p.225

a. Observation

Researcher doing observation techniques to be more able to obtain data holistic and also allows researcher to use an inductive approach, more than that researcher can also get a more comprehensive picture.

Observation is the selection and recording behavior of people in their environment¹⁶. It is mean that observation is a technique that researcher does in order to increase understanding of phenomena, situations, places and participant habits while in the research location. Participatory observation consists of six steps.

According to Johson as quoted by Sari Wahyuni participatory observation consist of six steps. There are:¹⁷

- 1) Selection of a site and definition of problems, concepts and indicators.
- 2) The researcher chooses a strategy to move into the research setting.
- 3) Selecting people and events to observe.
- 4) Develop relationship with the participants.
- 5) Analyzing observations.
- 6) Final analysis and interpretation.

The object used in this observation is SLB Putra Idhata Glonggong Dolopo Madiun, teachers and students with special needs. These students apply nonverbal communication pattern in teaching and learning process.

¹⁶ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), p.21

¹⁷ Ibid, p.23-24

b. Interview

According to Esterberg as quoted by Sugiyono, “Interview is a meeting of two persons to exchange information and idea thought question and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁸ It means that the interview is done by meeting, face to face to open questions and answering questions so as to form meaning on the required data.

Interviewing involves asking questions and getting answer form participants in a study.¹⁹ So the researcher must make some draft of the previous question before giving the question to the participant so that the interview process can run neatly and directly. Interview conducted to dig more deeply about the participant in a situation and phenomenon that happened which cannot be found during observation take place.

The steps that can be doing during interviews are as follows:

- 1) Deciding on whom to interview
- 2) Preparing the interview
- 3) Initial moves
- 4) Pacing the interview and keeping it productive
- 5) Terminating the interview and gaining closure.

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.231

¹⁹ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), p.25

c. Documentary

Documentation is complementary data from observation and interview data. So it can add to the accuracy of the observation technique and the interview itself. Documentation can be photos, pictures, articles, diaries, biographies, regulations, policies and so forth.

According to Bogdan as quoted by Sugiyono, “Photographs provide strikingly descriptive data, are often used to understand the subjective and are products are frequently analyzed inductive”.²⁰ So the results obtained from the observations and interviews can be said to be credible when equipped with adequate documentation.

In this documentation data, researcher will present the documentary of activities in the learning and also appearance documentary of nonverbal language that appears in learning. In addition, also some documentation of the results of observations and interviews that have been done by researcher on the phenomenon that occurred during the study took place.

6. Technique of Data Analysis

According to Spradley as quoted by Sugiyono, “Analysis of any kind involves a way of thinking. It refers to the systematic examination of something to determine its parts, the relation among parts, and the relationship

²⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010) cit, p.240

to the whole. Analysis is a search for patterns”.²¹ It means that data analysis has function to help researcher understand the way that must be done by researcher later.

According to Susan Stainback as quoted by Sugiyono, “Data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated”.²² It means that data analysis in qualitative research is used to compile, categorize, describe, synthesize and then make conclusions so easy to understand by yourself, or others.

According to Milles and Hubberman as quoted by Sugiyono, “The most common data collection methods used in qualitative research has three actions. There are data reduction, data display and conclusion”.²³

a. Data Reduction

Reducing data means summarizing choosing the subject and focusing on the things that matter. Data acquisition that starts from observations, interviews, and documentation that are still general and abstract should be able to check carefully and detailed in order to get a clear picture and can ease researchers to collect data and process it.

b. Data Display

²¹ Ibid, p.244

²² Ibid, p.244

²³ Emzir, *Metodologi Penelitian Kualitatif Analisis Data*, (Jakarta: PT Raja Grafindo Persada, 2010), P.129

According to Milles and Huberman as quoted by Sugiyono, “The most frequent form of display data for qualitative research data in the past has been narrative text”.²⁴ Already mentioned at the beginning that qualitative research is a report composed of words so that the presentation of data in this qualitative research with narrative text. In addition, it can also be added with graphics, matrices, networks and charts.

c. Conclusion Drawing/Verification

The final step in data analysis by Milles and Huberman is the conclusion. There is a new finding that has found the saturation point means that there is no theory that has a relationship with existing data. The credible conclusions in qualitative research should be supported by a complete set of data.

7. Checking of Validity

A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that was studied.²⁵ Validity addresses whether the research explains or measures what is said it would be measuring or explaining. Validity in the research is very important to be listed to see the degree of

²⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010) cit, p.249

²⁵ Robert K.Yin, *Qualitative Research From Start to Finish*, (New york: The Guilford Press, 2012), p.78

accuracy between field data obtained with results that can be reported by the researcher.

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different project.²⁶ It means that validity is one of the qualitative research qualities by following the correct procedures and accuracy of data that can be according to the viewpoint of the researcher, participant and reader. In testing this validity, the researcher uses a triangulation technique.

According to William Wiersma as quoted by Sugiyono, "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures".²⁷ It means that Triangulation uses some data as a benchmark against the original data, so as to produce data with high truth by approaching from various points of view.

The key triangulation is varying in some way the approach used to generate the finding that ones are seeking to corroborate.²⁸ Triangulation can be done by comparing data in different ways or methods, either by observation, interviews, or the suitability of documents obtained. In addition,

²⁶ John.W.Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publications, Inc, 2009), p.190

²⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010) cit, p.273

²⁸ D.Gall, Meredith, et.al, *Educational Research: An Introduction (7th edition)*, (United States: Pearson Education), 2003, p.464

researcher can also collaborate with other researchers so as to enrich the repertoire of knowledge dig in the subject of research. Coupled with extracting information from various sources to produce data that have different angles and finally the researcher can also use a variety of relevant theories, comparing one theory with another theory.

8. Research Procedure

These steps are listed to know the exact step-by-step method in solving the problems contained in this report. The stages to be conducted by researcher consist of four activities, namely as follows:

a. Planning

According to Lexy J. Moleong qualitative research has a pre-field stage / planning has six activities that must be done namely: Prepare the research design, choose the location of research, take care of research permits, exploring and assessing the location of research, selecting and utilizing informants and prepare research equipment.

b. Application

In this stage the researcher has been plunged into the field to obtain data. Researcher must understand the background research and to be really ready to apply into the field. The researcher record each data found and write the observed event and then analyze the field data intensively which is done every finished doing research in the field.

c. Analyzing

This stage can be done in conjunction with the application in the field. In this stage the researcher arrange the findings of data obtained from observations, interviews and documentation from the field. Furthermore, researcher performs the data analysis by organizing, spell out into units, synthesize, choose the important thing and make a conclusion.

d. Writing the Result of Research Report

In this final stage the researcher pours the results of research in the form of writing, so it becomes a paper that can be accountable and can be a contribution of knowledge for readers and society broad.

G. Organization of Thesis

Systematics in writing this thesis is divided into several chapters, each chapter has sub-chapters. While between one chapters with another chapter has a relationship and continuity between one another so as to form a series of unity of discussion as follows:

CHAPTER I : The first chapter is introduction of thesis. It contains of Background of the Study, Research Focus, and Statement of the Problems, Objectives of the Study, Significance of the Study, Research Methodology, and Organization of the Thesis.

CHAPTER II : This chapter discusses about previous research finding and theoretical background. There is involves of theoretical discussion of the review that relates research. There is about the theories of communication, nonverbal communication, the theory of children with disabilities and the theory of teaching English in Sekolah Luar Biasa that serves to synchronize the theoretical framework used as the basis for thinking and research.

CHAPTER III : This chapter discusses about the data description, in the form of field data exposure. This chapter consists of the exposure of data on the general description of SLB Putra Idhata, ie historical profile, mission, vision, facilities, and the number of teachers and students in SLB Putra Idhata Glonggong Dolopo Madiun.

CHAPTER IV : This chapter is about Data Analysis. Contains about the discussion of nonverbal communication occurs in learning and teaching English in SLB Putra Idhata Glonggong Dolopo Madiun.

CHAPTER V : This chapter is about closing draws conclusion and suggestion.

CHAPTER II

PREVIOUS RESEARCH FINDING AND THEORETICAL ANALYSIS

A. Previous Research Finding

There are several previous researches discuss about nonverbal communication. There are:

The first research is “*Nonverbal Message at Slight Mental Retardation Learning Process (Descriptive Study with Qualitative Data about Nonverbal Message at Slight Mental Retardation Learning at SLB C YPLB Cipaganti)*” by Lanniari A. HSB form Islamic University Bandung.²⁹ She used qualitative approach and descriptive study. She found nonverbal communication adopted by the spesial-ed teacher for mentally retarded children. Nonverbal language is important role in the learning process of mental retardation low children to help understand them in the meaning of the message given by the teacher during the learning process takes place.

She found three classifications of nonverbal language. First, Kinesics (using of facial expressions, eye contact and gesture), generally meaning the kinesics contained a mutual agreement that is used in the learning process and used to attract mental retardation children to stay the course. The second is Paralinguistic (using a changing of tone and volume), is used to relieve boredom

²⁹ A. HSB, Lanniari, “*Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas (Studi Deskriptif dengan Data Kualitatif Mengenai Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas di SLB C YPLB Cipaganti)*”, (Thesis, Islamic University, Bandung, 2007)

children while take lessons and the last is proxemics (space), to creating of the child's comfort in learning process.

The second research is, “*Effectiveness of Nonverbal Communication (Case Study about Nonverbal Function to Create Effective Communication among Agency and Consumer at PT. Axa Financial Indonesia Medan Branch*” by Ara Auza Form North Sumatra University.³⁰ He used qualitative approach. His research has the objective to determine the processes, roles, and other forms of nonverbal communication among agents and consumers PT. Axa Financia Indonesia branch of Medan.

The result of research done by Ara Auza is nonverbal communication process is strongly influenced by physical appearance, kinesics, holistic and paralinguistic. In the study, there are descriptions of the position of nonverbal is as important as verbal communication to realize effective communication with costumers.

The third research is, “*Using Sign as Communication (Effective Study at Nonverbal Communication at TVRI News Broadcast for Deafness SLB PGRI Minggir, Sleman, Yogyakarta*”.³¹ This thesis was written by Hafiza Rizqa Febrina who came from Social and Humanoria Science Faculty at Sunan

³⁰ Ara Auza, “*Efektivitas Komunikasi Nonverbal (Studi Kasus Tentang Peranan Komunikasi Nonverbal Dalam Mewujudkan Komunikasi Yang Efektif di Kalangan Agen dan Konsumen PT. Axa Financial Indoneisa Cabang Medan*”, (Thesis, North Sumatra University,2011)

³¹ Hafiza Rizqa Febrina, *Penggunaan Bahasa Isyarat Sebagai Komunikasi (Studi Efektifitas Komunikasi Nonverbal dan Nonvokal Pada Siaran Berita TVRI Nasional Terhadap Penyandang Tuna Rungu SLB PGRI Minggir, Sleman, Yogyakarta*, (Thesis, Sunan Kalijogo Islamic State Yogyakarta University:2015)

Kalijogo Islamic State Yogyakarta University. She used quantitative method to define the effectiveness of sign language in news program entitled Indonesia Malam which shown by TVRI toward deaf student of SLB PGRI Minggir, Sleman, Yogyakarta.

The effectiveness in this research measured by using analysis method called Direct Rating Method (DRM) through some aspects which are attention, comprehension, cognitive effect, affective effect, and behavioral effect as measuring instrument of effectiveness media.

She found the Sign language in media is effective with 79,5% total score and valuable to attracts student attention, the message be effective control effect for student who has kind and effective attention and they can get future guidance. However, this research has short supply and she applied a suggestion to used method, interesting theme and complete variable.

The fourth research is, *“Implementation of Verbal and nonverbal Communication at Memorizing Juz ‘Amma in PAUD Bait Qurany Ciputat”*³². This research was written by Wini Mulyani who came from Islamic Communication and Broadcasting Department in Religious Proselytizing and Communication Science Faculty at Islamic State Syarif Hidayatullah Jakarta University. She interested to write research at verbal and nonverbal

³² Wini Mulyani, *Implementasi Komunikasi Verbal dan Nonverbal Dalam Menghafal Juz Amma di PAUD Bait Qurany Ciputat*, (Thesis, Islamic State Syarif Hidayatullah Jakarta University:2011)

communication to know communication implementation in learning process and Al-Qur'an memorization for beginner as well as their obstruction.

She got research finding as verbal and nonverbal communication implementation in Al-Qur'an memorization at PAUD Bait Qurany with several learning programs. Such as, Jarimatika Al-Qur'an, Word to Word Translation and Tajwid Education.

The obstruction at communication implementation is form parent and candidate of teacher because there are used new method that rarely knowing and applying. However, to weather this storm, this school done trailer to supply inventory form the parent and candidate of teacher.

The fifth research is, "*Autis Student's Nonverbal Communication at Extraordinary School Pembina East Kalimantan Samarinda*".³³ This thesis was written by Engelbertus Ola Duli. He was student of Communication Science Department in Social and Politic Science Faculty at Mulawarman University. The objectiveness of this research is to know how the nonverbal communication was used by autis student at Sekolah Luar Biasa (SLB) Pembina East Kalimantan at Samarinda City.

This research used Qualitative Descriptive method with Purposive Sampling and from research finding, he find that fundamentally autis child who has development annoyance can show multiple diverse of nonverbal behavior.

³³ Engelbertus Ola Duli, *Komunikasi Nonverbal Anak Autis Di Sekolah Luar Biasa (SLB) Pembina Provinsi Kalimantan Timur Di Kota Samarinda*,(Journal, Mulawarman University:2015)

Such as, facial expression, eye contact, body motion, and haptic., Their behavior give the pretension to make interaction with other people at their surroundings . So, the researcher wanted to convey attention for autism children as well as other normal children.

B. Theories of Communication

Communications is the process by which an idea is transferred from a source to receiver with the intension of changing his or her behavior.³⁴ According to Hovland as quoted by S.S Darwanto, process of communication is, “The process by which an individual (the communicator) transmit stimuli (usually verbal symbol) to modify the behavior of other individuals (communicates)”.³⁵ It means that, communication is not merely the delivery of information in order to create a common understanding between communicant and communicator, but it is expected that communication will change the attitude, behavior and mindset of the communicant.

Thus, in the process of communication is also required a response from the communicant after the delivery of information. So, the essence of the process of communication is the process of mutual relationship between communicator with the communicant so that will take palace the process of mutual influence. Thus, it

³⁴ Everett M.Rogers and Rekha Agarwala, *Communicatons in Organizaton*, (New York: The Free Press, 1966), p.6

³⁵ S.S, Darwanto, *Televisi Sebagai Media Pendidikan*, (Yogyakarta:Pustaka Pelajar,2007), p.15

is known that communication in learning is expected to give effect that will eventually foster learning stimuli.

According to Harold D.Laswell in his book “*The Structure and Function of Communication in Society*”, as quoted by S.S Darwanto, the communication process can be elaborated by answering the question: “WHO, SAY WHAT, IN WHICH CHANNEL, TO WHOM AND WHAT EFFECT”.³⁶ It can classify as: WHO is the element of who will deliver the message. SAY WHAT, is the element of the message to be conveyed. IN WHICH CHANNEL, is a media element used. TO WHOM, is the target element of communication. AND WHAT EFFECT, is an element of communication.

This model was proposed by Harold Lasswel, he admits that not all communications are bidirectional with a smooth flow and feedback between the sender and receiver.³⁷ The statement means that communication must always be reciprocal from the receiver to the sender, if only the receiver sends the message and is only sufficiently accepted by the receiver without decoding it is said to be the communication process. While the intent of the five points above are:

First, source is called sender, encoder, speaker communicator or originator. Sources are those who have a need to communicate. It could be an individual, a group, an organization, a company or even a country. A source communicates to convey something that is in the mind and his heart either through

³⁶ Ibid, p.4

³⁷ Deddy Mulyana, *Ilmu Komunikasi Suatu Pengantar*, (Bandung: PT Remaja Rosdakarya,, 2007), p.69

verbal or nonverbal messages to be received and understood by the recipient of the message. This process is called encoding.

Second, the message is a set of verbal and / or nonverbal symbols that represent the feelings of value, idea or source intent.³⁸ A message can be tangible speech such as conversation, speech, interview, discussion, meeting, etc. It can also be written like letters, poems, memos, newspapers, pamphlets, banners, etc) and can also take the form of nonverbal like thumbs up, nod or head shake, smile, etc.

Third, Channels or media is the tool or vehicle used by the source to convey its message to the recipient. The channel refers to the way messages are presented, whether directly or through printed media or electronic media.

Fourth, receiver, destination, communicate, decoder, or audience, listener, interpreter is the person receiving the message from the source. A recipient of the message can interpret both verbal and nonverbal messages to be accepted into an idea he can receive through his past experiences, the knowledge he has received, the mindset, the point of view and the feelings he experiences.

Fifth, the effect that happen to the recipient after he received the message such as the addition of knowledge, comfort, change in attitude, belief, and behavioral.

³⁸ Ibid, p.70

C. Nonverbal Communication

1. Defining and Characterizing Nonverbal Communication

One important aspect of nonverbal communication is when people seek to understand the meaning of every message conveyed, in everyday life the behavior of nonverbal is very diverse and helps the formation of meaning in every communication message.

Nonverbal communication is multimodal; people can use multiple nonverbal cues at the same time (e.g., smiling while gesturing and sitting in a slumped position) whereas people can only speak or write one word at a time.³⁹ Nonverbal communication is very important to learn, Nonverbal encoding and decoding skills are a strong predictor of popularity, attractiveness, and socio-emotional well-being.

A person who is able to understand and be able to express the correct nonverbal language will encourage the person to be more successful in communicating, so that he can certainly improve his or her intelligence, emotion and social skills.

Nonverbal communication is expressed through the actions or attributes of humans, including their appearance, use of objects, sound, time, smell, and space, that have socially shared significance and stimulate meaning in others. It means that nonverbal is information that is not written or spoken, so it is not

³⁹ Laura K. Guerrero, *Nonverbal Communication in Close Relationships*, (London: Lawrence Erlbaum Associates, Inc., 2008), p.2

just words spoken that can be called communication, but all the habits or human behavior that looks also can be called communication. Indirectly, people can convey messages with nonverbal language without accompanied by verbal language.

According to Edward T.Hall as quoted by Deddy Mulyana, “Nonverbal language with Silent Language and Hidden Dimension of A Culture. Called silent and hidden, because nonverbal messages are embedded in the context of communication. In addition to situational and relational cues in communication transactions, nonverbal messages give us contextual cues. Together with verbal cues and contextual cues, nonverbal messages help us interpret the whole meaning of the communication experience”.⁴⁰

Nonverbal communication is ambiguous. One nonverbal cue can trigger a variety of meanings because nonverbal communication can generate useful interpretations for the receiver to interpret the true meaning of the nonverbal message. As in the example: A person wearing a batik shirt is someone who is a nationalist soul or indeed someone who likes the motif of the Batik.

Most likely an extrovert tends to better understand nonverbal languages as well as a woman better understand nonverbal language than a man. Although all nonverbal behavior is ambiguous, some emotions are easier to decode

⁴⁰ Deddy Mulyana, *Ilmu Komunikasi Suatu Pengantar*, (Bandung: PT Remaja Rosdakarya, 2007), p.344

accurately than others.⁴¹ As for the things that need to be considered when people want to understand the ambiguity of nonverbal language is the context in which they occur, the history of relationship between receiver and sender, the other's mood at the time and the receiver or sender feeling. These can be a comparison to know what the real intentions the sender wants to convey through the nonverbal language.

Nonverbal language is more honest in its delivery. The mouth of a person can tell the opposite. However, expression, gesture, eye movement will indirectly show the real message. For example, when someone is lying he will be moved to scratch a non-itchy head, touch his nose, and cover his mouth while speaking, faster intonation than usual, lower than usual sound volume and other nonverbal expressions of language. It is easy to lie with words but it is harder to lie nonverbally.

2. The Functions of Nonverbal Communication

a. Contradicting

Nonverbal communication can contradict or negate a verbal message. People often simultaneously express different and even contradictory messages in their verbal and nonverbal behaviors.⁴² An example: The boy who going under back in his parent's clothe and says "*I'm not scary*", or the salesperson that just lost a deal, screaming, "*I'm not angry!*"

⁴¹ Ronald B.Adler & George Rodman, *Understanding Human Communication*, (New york: Oxford University Press, Inc, 2006), p.158

⁴² Ibid, p.164

b. Emphasizing

Nonverbal cues can emphasize or underscore a verbal message. An example: When someone angry and he wave his finger accusingly and raise his voice as he say, "*It is your fault, not mine.*"

c. Regulating

Nonverbal behaviors can control the flow of verbal communication.⁴³ An example: When in conversation, the respondent will incorrupt speaker's speech, he may raise his hand as sign his speech is unfinished.

d. Complementing

Sometimes nonverbal behaviors match the content of a verbal message.⁴⁴ An example: when someone asks to another about a direction he tells the direction and show it place with his index finger.

e. Substituting

Nonverbal communication can replace a verbal message. The nonverbal cues function as symbols of the verbal messages because they are widely understood. An example: When someone don't know what to say to express their sorrow at the death of a friend or a relative, an embrace often suffices. Similarly, when someone asks, "*What do you want to do tonight?*" a shrug of the shoulders frequently is used in place of "I don't know."

⁴³ Ibid p.165

⁴⁴ Ibid p.163

3. Types of Nonverbal Communication Cues

a. Kinesics

Kinesics is the study of human body motion. It includes variable as facial expression, eye motion gesture and posture.

1) Facial Expression

The face is a tremendously complicated channel of expression for several reasons. One reason is the number of expressions people can produce. Another is the speed with which they can change.⁴⁵ It means that, not everyone is good at reading facial cues. The ability to read another's face increases with familiarity, an understanding of the communication context, and an awareness of behavioral norms.

Besides that, facial expression carry meaning that is determined by situations and relationship.⁴⁶ It means that, face can change appropriate emotion that is deserved. The face is also the prime communicator of emotion. Our ability to read the emotions depicted in facial expressions determines whether we will be able to respond appropriately to others' feelings.

⁴⁵ Ibid, p. 169

⁴⁶ Deena R. Levine and Mara B. Adelman, *Beyond Language: Cross Cultural Communication*, (USA: Prebtic-Hall, Inc, 1993), p.104

According to Paul Ekman and Wallace V. Friesen in their book “Unmasking the Face”, emotion of human consist of six emotions that can be identified with facial expression or movement eye. There are:

a) Surprise

Surprise will appear when someone sees, hears or senses the peculiarity of the usual events and usually the expression that will be viewed is the eyebrows are raised, the eyes are opened wide, and the jaw drops open, parting the lips.⁴⁷ The eyebrows appear curved and high and the eyes are opened wide during surprise, with the lower eyelids relaxed and the upper eyelids raised and the jaw drops during surprise, causing the lips and teeth to part.

b) Fear

Fear is a sense that arises when a person is dithered or cringe at something that is considered to be a disaster. Fear may occur simultaneously with sadness, anger, or disgust; and a blend expression consisting of fear and one of these other emotions can be shown on the face.⁴⁸. In general, fear can be seen from the four facial expressions below:

(1). The brows are raised and drawn together.

⁴⁷ Paul Ekman, Wallace V.Friesen, *Unmasking the Face: A Guide to Recognizing Emotions form Facial Ekspression*, (Cambridge: Malor Books, 2003), p.37

⁴⁸ Ibid, p.60

(2). The wrinkles in the forehead are in the center, not across the entire forehead.

(3). The upper eyelid is raised, exposing sclera, and the lower eyelid is tensed and drawn up.

(4). The mouth is open and the lips are either tensed slightly and drawn back or stretched and drawn back.⁴⁹

c) Disgust

The feeling of disgust is the displeasure of seeing something because it is dirty or nasty to something that is not only to taste, or smell, but can also be derived from the disgust of thought, sight, actions and appearance or ideas of people. Disgust can blend not only with anger but also with surprise, fear, sadness, and happiness.⁵⁰

The most important clues to disgust are manifested in the mouth and nose and to a lesser extent in the lower eyelids and eyebrow. For more details the expression of disgust can be seen in the following points:

1) The upper lip is raised.

2) The lower lip is also raised and pushed up to the upper lip, or is lowered and slightly protruding.

3) The nose is wrinkled.

⁴⁹ Ibid, p.63

⁵⁰ Ibid, p.68

- 4) The cheeks are raised.
- 5) Lines show below the lower lid, and the lid is pushed up but not tense.
- 6) The brow is lowered, lowering the upper lid.⁵¹

d) Anger

An angry expression can arise when someone feels very unhappy about being abused or treated unfitly. It is only with anger that there is ambiguity if the signals are limited to only two areas of the face. The ambiguity in these two-way angers can be reduced by the tone of voice, body posture, hand movements, or words spoken, as well as by the context in which the expression occurs.⁵² So, although angry expression looks ambiguous but angry is manifested in each of the several facial areas. There are:

- 1) The brows are lowered and drawn together.
- 2) Vertical lines appear between the brows.
- 3) The lower lid is tensed and may or may not be raised.
- 4) The upper lid is tense and may or may not be lowered by the action of the brow.
- 5) The eyes have a hard stare and may have a bulging appearance.

⁵¹ Ibid, p.76

⁵² Ibid, p.89

6) The lips are in either of two basic positions: pressed firmly together, with the corners straight or down; or open, tensed in a squares shape as if shouting.

7) The nostrils may be dilated, but this is not essential to the anger facial expression and may also occur in sadness.⁵³

e) Happiness

A happy expression appears when someone is satisfied and relieved of something, without difficulty and disappointment or when getting or meeting with something. The intensity of a happy expression is primarily determined by the position of the lips, but the lip position is usually accompanied by deepening of the naso-labial fold and more pronounced lines under the lower eyelid.⁵⁴ So it can be said, if the corner of the lip more back and up accompanied by naso-labial wrinkles and wrinkles under the lower eyelid, then the happier expression the stronger.

In addition, happy expression can be identified through facial appearance as below:

- 1) Corners of lips are drawn back and up.
- 2) The mouth may or may not be parted, with teeth exposed or not.

⁵³ Ibid, p.95-97

⁵⁴ Ibid, p.103

3) A wrinkle (the naso-labial fold) runs down from the nose to the outer edge beyond the lip corners.

4) The cheeks are raised.

5) The lower eyelid shows wrinkles below it, and may be raised but not tense.

6) Crow's-feet wrinkles go outward from the outer corners of the eyes.⁵⁵

f) Sadness

A sad expression will appear to someone who is in the middle of a heart, grieving for loss, leaving something or getting something that is not in want. Sadness can blend with any of the emotions, but most often blends with anger and fear.⁵⁶ To identify the sad expressions can be viewed from some of the following facial expressions:

1) The inner corners of the eyebrows are drawn up.

2) The skin below the eyebrow is triangulated, with the inner corner up.

3) The upper eyelid inner corner is raised.

4) The corners of the lips are down or the lip is trembling.⁵⁷

2) Eye Motion

⁵⁵ Ibid, p.112

⁵⁶ Ibid, p.116

⁵⁷ Ibid, p.126

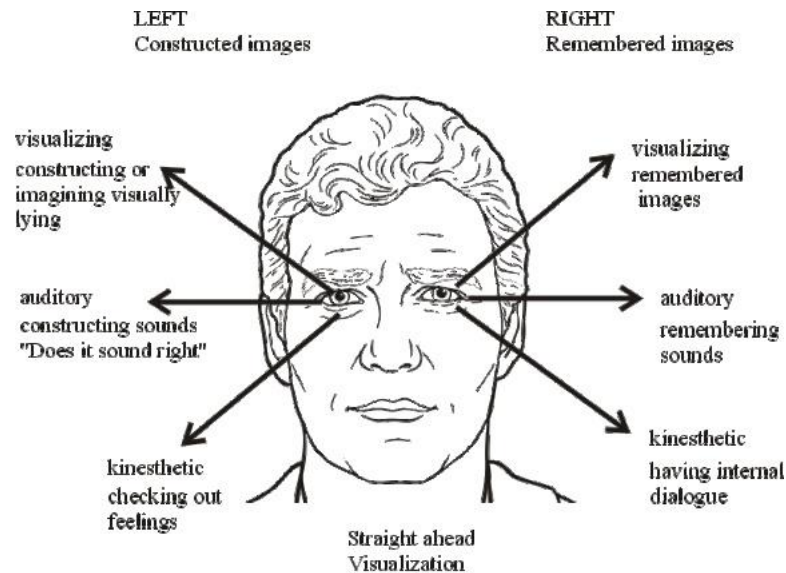
Eye contact is important because insufficient or excessive eye contact can create communication barriers.⁵⁸ Eye contact is an important key in interpersonal communication, eye contact has at least three functions: Revealing the extent of interest and emotional involvement, influencing the judgments of persuasiveness, showing a perception of dominance or submissiveness and regulating person-to-person interaction.

The eye has a meaning that can be observed from the enlargement or shrinking of the pupils. In some cultures, including Arabic, Latin American, and southern European cultures, individuals judge those who look them in the eye as more honest and credible than those who do not. In American culture, when others avoid meeting our eyes or avert their gaze, we are likely to assume that they have something to hide, they lack confidence, or they are unknowledgeable on some matter.

According to Madonik as quoted by Deddy Mulyana, "Eyes that look down or unfocused typically show people who are accessing the visual system, the eye moves from right to left or downward and then to the left is usually seen in people searching and recovering auditory data, and eyes that often move downwards and then to the right side tend to

⁵⁸ Deena R. Levine and Mara B. Adelman, *Beyond Language: Cross Cultural Communication*, (USA: Prebitt-Hall, Inc, 1993), p.106

show people looking for kinesthetic information".⁵⁹ It can be seen in the picture coding 2.1:



Eye positions as looking at another person

Picture 2.1 Eye Position

3) Gesture and Posture

Gestures are specific body movements that carry meaning.⁶⁰ Each gesture is like a single word and a word may have several different meanings. It is only when you put the word into a sentence with other words that you can fully understand its meaning.⁶¹ It means that, gesture

⁵⁹ Deddy Mulyana, *Human Communication; Prinsip-Prinsip Dasar*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 133

⁶⁰ Deena R. Levine and Mara B. Adelman, *Beyond Language: Cross Cultural Communication*, (USA: Prebtic-Hall, Inc, 1993), p.103

⁶¹ Allan Pease, *Body Language: How to Read Other's Thought by Their Gesture*, (London: Sheldon Press, 1981), p.14

be able to identified to interpretation of a message clearly. There are five types of body cues:

a) Emblems

Emblem is deliberate movements of the body that are consciously sent and easily translated into speech. Is a sign that will replace the words directly or it can be said emblem is a body movement that has the equivalent of verbal language. Example: If someone agrees he or she will give a thumb up or a circle of fingers (hand OK signal as American style), call with a hand wave.

b) Illustrators

Bodily cues designed to enhance receiver comprehension of speech by supporting or reinforcing it. Illustrator is a body movement associated with attempting to explain or indicate something or accompanying movements to reinforce the verbal message Example: A someone who wants to show the shape of a globe he will give an illustration with the hands that form a circle.

c) Regulators

Regulator is communication cues intentionally used to influence turn taking and to control the flow of conversation. It is a function of directing, supervising, and coordinating when interacting with others. The regulator is influenced by the local culture and can

affect the other person. Example: Someone who is involved in a conversation and a listener will look him in the eye, shake his head, clench his lips, make paralanguage like "mmm, oooh ...". Another example is looking at watches when bored and leaving someone while chatting when wanting to stop the conversation.

d) Affect Displays

Affect display is referring to the reaction to the message in response. Usually a facial movement that expresses the meaning of emotion, as an example: Someone slammed the door as a form of expression of his anger.

e) Adaptors

Nonverbal behavior is done to create a sense of comfort and meet certain needs. For example, a someone moves to a position of respect for the other person or someone who picks a nose for boredom.

Some types of adaptors, namely: **Self-adapter** is an adapter motion performed to you. For example, "When someone is embarrasses, he will scratch his head". **Alter-adapter** is the motion of the adapter that is directed to others. For example, "Wipe someone else's head as a sign of affection." And the last is **Object-adapter**. There is a motion adapter that is directed to a particular object. For example, tap a pencil into table because of a sense of boredom that struck.

Gestures in the example can be seen in the following examples:

a) Hand Signal

The use of hand gestures and their meaning is distinctly different from culture to another.⁶² An example, cue “V” is a sign of victory or peace in the State of Indonesia and America, but it can also be interpreted as giving me two or a mean meaning in a certain country.

In America, Germany and Northern France, the signal to be okay or good is a circle formed by the thumb and forefinger with the other three fingers. But in southern France the gesture is referred to as "none" or "zero". While in Paris the gesture is interpreted as "You are not precious", the Greek interpreted the cue as an impolite sexual invitation, for the Japanese, Korean and the sign phrase means "Money", whereas in Brazil the cues mean insolent and insulting.⁶³

In addition there are several hand gestures are commonly used is rubbing the palm together and leg barriers. The speed at which a person rubs his palms together signals that he thinks will receive the

⁶² Deddy Mulyana, *Ilmu Komunikasi; Sebagai Pengantar*, (Bandung: PT Remaja Rosdakarya, 2007), p.355

⁶³ Ibid, p.359

positive results that are expected.⁶⁴ Similarly rubbing the thumb against the fingertips or against the index finger is commonly used as a money expectancy gesture.⁶⁵ It means that, the use of these two postures indicates a person feels that he or she will get something beneficial to match their expectations.

Besides that, hands clenched together in front of the face, hands resting on the desk or on the lap when seated and placed in front of the crotch when standing brought them to the conclusion that this was a frustration gesture, signaling that the person was holding back a negative attitude.⁶⁶ It means that, these three postures indicate someone who is nervous who would feel better if doing the gesture. Unlike the posture steeping hands that indicate a confident or 'know-it-all' attitude.

In addition, if someone who is speaking uses the mouth guard gesture, the nose touch and the eye rub, it indicates that he is telling a lie. The ears rub and the neck scratch indicates doubt or uncertainty. When the listener gets bored he will use his hand to support his head to stop himself from falling asleep. If someone is putting his hand resting on the cheek often with the index finger

⁶⁴ Allan Pease, *Body Language: How to Read Other's Thought by Their Gesture*, (London: Sheldon Press, 1981), p.39

⁶⁵ Ibid, p.39

⁶⁶ Ibid, p.40

pointing upwards it means he is evaluating something and if someone is looked chin-stroking gesture is the signal that the listener is making a decision.⁶⁷

In addition someone who habitually take a crossed arms or legs position prefer to say that they are cold or comfortable rather than to admit that they could be nervous, shy or defensive.⁶⁸ It means that someone who puts his arm in that position means he is looking for comfort either to protect the body from the cold or to reduce the negative mood.

Similarly, the position of chair straddles are dominant individuals who will try to take control of other people or groups when they become bored with the conversation, and the back of the chair serves as good protection from any 'attack' by other members of the group.⁶⁹

b) Palm Gesture

The use of palm gesture can also be interpreted in nonverbal languages such as the example of the open palm has been associated with truth, honesty, allegiance and submission.⁷⁰ When someone

⁶⁷ Ibid, p.55

⁶⁸ Ibid, p.71

⁶⁹ Ibid, p.75

⁷⁰ Ibid, p.29

begins to open up or be truthful, he will expose all or part of his palms to another person.

There are three main palm command gestures: the palm-up position, the palm-down position and the palm-closed-finger-pointed position.⁷¹ The meaning of these three palm gesture positions is the palm-up is used as a submissive, non-threatening gesture, reminiscent of the pleading gesture of a street beggar.⁷² As in the example: If done in the atmosphere of the meeting indicates the person has an idea that will be poured in the forum.

The palm-down position is dominant, the position of this palm gesture is used if someone has authority or shows him in a strong position, just as if the person is asking a subordinate to do something will be accepted, because the person has authority or authority over the subordinate.

While the palm is closed into a fist and the pointed finger becomes a symbolic club with which the speaker figuratively beats his listener into submission.⁷³ It means that, the three positions of the palm gesture tend to have authority and are used by a high-ranking person.

c) Head Movement

⁷¹ Ibid, p.30

⁷² Ibid, p.31

⁷³ Ibid, p.31

When the head tilts to one side it shows that interest has developed and when the head is down it signals that the attitude is negative and even judgmental.⁷⁴ It means that, someone who interest in the topic can be viewed from the position of the head tilted on one side and if the head bowed it could be it is a signal of boredom against the topic, while the position of the combination of both hands behind head are typical of people who are feeling confident, dominant, or superior about something.

Different countries interpret the gestures of different heads such as the example, in English and Indonesian the nod of the heads meaning to agree and shake the head means not. However, in South India and the United Arab Emirates the head shake has meaningfully agreed. In Greece, people say "no" by tilting their heads back and tilting their faces.

In many countries, the person sitting with the head is listening intently, it is different from the Japanese who closes their eyes and heads down while listening intently.

b. Paralanguage

Paralanguage is the area nonverbal communication that emphasizes body language and voice nuances as means of expressing thoughts and feelings. There are a five element of paralanguage.

⁷⁴ Ibid, p.77

1) Pitch

Pitch is the highness or lowness of the voice. Pitch can express the emotional state, an example when someone is sad he will lower his voice or raise his voice when he feels excited.

According to Eakins as quoted by Deddy Mulyana, “The tone of the voice does not affect the amount of information you understand, but it clearly affects attitudes toward the communicator of the message, the excessive tone of voice is even more disliked than the monotonous conversation.”⁷⁵

2) Volume

Volume is loudness or softness of voice that produced. Volume can affect perceptions of intended meaning. For instance: Someone who use loud volume identified is human who has high spirit and ambition, but when these someone use loud volume in family event, he reputed someone who haven't respectful with other.

The volume of sound can also be associated with a person's personality, such as the example of someone more aggressive speaking loudly than someone who is shy or not aggressive.

⁷⁵ Deddy Mulyana, *Human Communication; Prinsip-Prinsip Dasar*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 147

3) Rate

Rate is how fast or slowly when talks. The sooner a person speaks, the more difficult the speaker may understand the meaning of his words. On the other hand, if the rate increases then the level of emotion is also expected to increase.

In many ways, rate reflects the pulse of words that produced. It quickens to relay agitation, excitement, and happiness, and it falls to convey seriousness, serenity, or sadness. For instance: someone who bore will talk with slow rate session, there is having a difference when he feels enthusiasm.

Speed of speech can be identified as a person's identity, higher speeds seem to be associated with fear or anger, and lower speeds are associated with sadness or depression.⁷⁶ It means that, someone who slows intonation of speaks, then make sure he was experiencing negative mood.

4) Articulate and Pronunciation

Articulate is utterance of language that focuses on making individual sounds. Articulation can loosely be defined as making sounds through the movement of speech organ. In articulation, changing the sounds is

⁷⁶ Ibid, p. 146

coming from vocal folds by moving the teeth, tongue, and lips in recognizable patterns.

Whereas, pronunciation is the manner a word needs to be sounded when speaking. In pronunciation, changing the sounds is using stress, rhythm, and tone that change on different syllables of the word.

5) Hesitations and Silent

Silence will produce a strong message. Silence can send nonverbal clues about the communication situation in which the person is participating. The use of silence also varies from culture to another culture. For example: in the tradition of the Sundanese custom, silence means "agree". In English tradition, Silence is uncertainty whereas in Igbo silence is as a symbol of rejection.

c. Proxemics

Proxemics means distance used when communicating with others. Setting distance is the level of one's closeness to the other person. Distance can show how much appreciation, social symbols show, and the level of intimacy of a person. Hall classifies into four types of distance ie intimate zone, personal zone, social zone and public, in each distance will bring up different behaviors.

1) Intimate Zone

At an intimate zone is classified by a distance of eighteen inches or less or between 15 to 45 centimeters. This includes lovers, parents,

spouse, children, close friends and relatives.⁷⁷ At this zone to discuss the most secret things with a voice that usually whispers.

2) Personal Zone

At a personal distance it has one and a half to four feet or about 18 to 48 inches or about 46 to 1.22 meters. In this classification is divided into two namely the distance of one half to half a foot is a distance with the relationship is still close while the distance of two to half to four feet is a comfortable distance that is used to make conversation with friends,

3) Social Zone

Social zone has a range of four to twelve feet or about 1.22 to 3.66 meters. The four to six feet distance of the base is used to discuss business and conversation in social gatherings and a distance of seven to twelve feet is suitable for business office meetings, while people with a distance beyond seven feet can be ignored without offending him.

4) Public Zone

The public distance is a space of twelve feet or more or over 3.66 meters. In this distance is a usually used loudspeaker, multiply the body and reduce the speed of talking.

⁷⁷ Allan Pease, *Body Language; How to Read Others Thought by Their Gesture*, (London: Sheldon Press 1981), p.21

d. Haptic

It is the sense of touch. Kisses, hugs, taps, punches, shaking hands include examples in the haptic category. A person uses haptic usually to engage closely, influence emotions, raise or calm the heart, and suppress strength.

Heslin and Alper as quoted by Deddy Mulyana, They showed that in addition to a role in maintenance and care, touch is also used to indicate a professional relationship (ex, touched by barber), social relations (ex, handshake), friendship (ex, touching upper arm) , Intimacy (ex, hug), and sex stimulation (ex, various kisses).⁷⁸ Touch is also affected by one's status. People of higher status usually initiate touch.

e. Clothing and Artifact

Is a personal object used to announce our identity and also the personalization of our environment, In the face of human communication to form the image through how a person is dressed, goods that are in use or in use. What wears and how to affect them is acceptable or rejected.

An example in the meaning of artefact is when business partnerships with Japanese people, business cards are very important, someone who does not pay attention to it is considered as a business partner is not prospective. In the Maibrat region, Indoneisa bo fabric (an artifact

⁷⁸ Deddy Mulyana, *Human Communication; Prinsip-Prinsip Dasar*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 140

used in the bird's head region (Sorong Regency, Papua) is the primary means of intercultural relationships, more precisely as a means of payment, dowry, inheritance, can also show social status as well as sacred objects in Tribal ceremony.⁷⁹

According to Rosenfeld and Plax as quoted by Deddy Mulyana “Research on the relationship between clothing and personality proves that if a person who is very concerned about how to dress, he will tend to succumb and restless and if someone is relatively less pay attention to clothing, maybe he is an aggressive and independent”.⁸⁰ So it can be concluded that the selected physical object will express who that person is and make others interpret what they think it is.

f. Color

The color is wear by someone affect another both physically and emotionally. Color may help compel to move more quickly or slowly, help relax, or cause to become agitated. Colors can also express meanings, such as black examples often used in funerals as a sign of “grief, condolence”. As it is, the heritage flag of the Indonesian nation is consumed Red (bold) and white (Holy, pure). Here's a mood explanation associated with color.⁸¹

1. Red: exciting, stimulating, protecting, retaining power, strong, excellent.

⁷⁹ Deddy Mulyana, *Ilmu Komunikasi; Sebagai Pengantar*, (Bandung: PT Remaja Rosdakarya, 2007), p.436

⁸⁰ Deddy Mulyana, *Human Communication; Prinsip-Prinsip Dasar*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 142

⁸¹ Deddy Mulyana, *Ilmu Komunikasi; Sebagai Pengantar*, (Bandung: PT Remaja Rosdakarya, 2007), p.429

2. Blue: Safe, comfortable, soft, calm, peaceful, serene.
3. Orange: depressed, distracted, confused, powerful, strong, and excellent.
4. Brown: protect, defend, very sad, heartbroken, unhappy, moody.
5. Purple: protect, maintain, authoritative, majestic.
6. Black: protect, defend, very sad, heartbroken, unhappy, moody, powerful, strong, excellent, powerful, strong.
7. Green: Calm, peaceful, serene.
8. Yellow: fun, cheerful, happy.

g. Olfactics

This term is concerned with the use of the sense of smell in nonverbal communication. Not only the smell of perfume but also the body odor can be lurking against communication.

Fragrances can send messages as temptation, seduction, expression of femininity or masculinity. In business, fragrances symbolize the impression, image, status and bonafide.⁸² We can compare in the economic strata in social life, a director would be different smell form a street beggar.

h. Chronemics

The study of how humans use time to communication includes the exact duration to convey the message.

According to Hall as quoted by Deddy Mulyana, he said, “Distinguished the concept of time into two monochromic and

⁸² Ibid, p.355

polychromic”.⁸³ **Monochromic** is the perception that time as walking straight from past to future and treating it as a real entity and can be divisible, spent, disposed, spared, borrowed, shared, lost or even killed, so they emphasize scheduling and freshness of time.⁸⁴ So it can be underlined that this time adherents are seen as a very appreciative of time and want to use the time well.

Whereas **polychromic** watchers regard time as a turning round and back again.⁸⁵ They tend to emphasize activities that take place in time over time, emphasizing people's involvement and settling transactions rather than keeping time schedules.

To distinguish between these two classifications of time can be seen in the cultural phenomenon between the cultures of Americans who embraced the monochromic concept with the Indians who adopted the polychromic concept, when the Indians invited an American "Come to my house at any time". But even if an American says he is coming he will not come because he thinks if the Indian really invites his house if the Indian person specifies the exact time. While the Indians who embrace the polychronic concept would think the American would not want to visit him.

⁸³ Deddy Mulyana, *Human Communication; Prinsip-Prinsip Dasar*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 125

⁸⁴ Deddy Mulyana, *Ilmu Komunikasi; Sebagai Pengantar*, (Bandung: PT Remaja Rosdakarya, 2007), p.417

⁸⁵ Ibid, p.416-417

D. Disability Meaning Construction

1. Deafness

a. Definition and Classification of Deafness

Deaf means a very heavy hearing impairment so that the child cannot process the language information through hearing, with or without a loudspeaker, which clearly affects academic learning achievement (Federal Register: 1977, 42478)⁸⁶.

Classification of the degree of weight or lightness of hearing loss sufferers is very important to know that the remaining hearing function can be used optimally. While the classification by Category International Standard Organization is:

1) Slight Hearing Loss

Slight Hearing Loss has a hearing loss of between 27 and 40 decibels.⁸⁷ These students have difficulty hearing a faint sound and they do not experience any interruption in the learning process at school, but the proper sitting placement is still needed for this patient. In addition, to help the development of language they can be assisted by using speech therapy.

⁸⁶ David D.Smith, *Sekolah Inklusif; Konsep dan Penerapan Pembelajaran*, ed. Mohammad Sugiarmun and MIF Baihaqi, (Bandung: Nuansa Cendekia, 2013), p. 271

⁸⁷ Ibid, p. 271

2) Mild Hearing Loss

Mild hearing Loss has difficulty in listening to conversations with a distance of 3 to 5 feet because they have lost between 41 and 55 decibels. These students need hearing aids as well as much needed speech therapy to aid the development in the articulation of their pronunciation.

3) Moderate Hearing Loss

This student has lost hearing between 56 and 70 decibels. They have difficulty understanding the conversation so they need auxiliary teachers or resource teachers, hearing aids, audio and lip reading exercises and speech therapy to improve the development and maintenance of language skills.

4) Severe Hearing Loss

Severe hearing loss has lost hearing between 71 and 90 decibels. They find it very difficult to understand sounds well and accurately, so they need special learning with appropriate methods and tools.

5) Profound Hearing Loss

Profound hearing loss has lost 91 decibels or more hearing loss. They are only able to receive sound splutter so very dependent on the sense of sight. They need extensive services to develop language skills and alternative forms of communication.

b. The Needs of Deafness Learner

1) Hearing Aid

A hearing aid is basically a miniature of a loudspeaker system, composed of three main components: A microphone for picking up sound, an amplifier to amplify the volume, and a receiver to transmit the intensified sound into the ear.⁸⁸ However, hearing aids do not make hearing normal but help to clarify the sounds that are heard, the hearing results will also remain different from normal hearing.

2) Changing Method of Communication

Concerns that will hamper the process of teaching and learning with children deaf is the formation of communication skills. If the component of hearing is disturbed, then the message will not be conveyed which of course the learning process will not run. Therefore, in the learning process of deaf children need a communication medium that can be understood between teachers and students.

There are three basic approaches to deaf students who cannot use hearing aids, namely with the standard of communication:

a) Manual Method

Manual method has two basic components. First, Sign Language and American Sign Language (ASL) or in Indonesia is known with Kamus Sistem Isyarat Bahasa Indonesia.

⁸⁸ Ibid, p. 280

Second, Finger Spelling, this component is only used as a complement to the sign language, usually this component is used to mention names or words that are not in the SIBI dictionary or a sign language that is considered hesitant when spoken.

b) Oral Method

Implementations of oral method, there are: speech building and speech training, speech reading and hear training. This method arises because an opinion which states that communication by hand means resulting in a deaf child will feel alienated for life, because only a few normal people are interested in learning the manual method.

Oral method uses speech reading communication or commonly called lip reading. Students are trained to pay attention to visual cues so they can understand the message delivered. Students are trained to pay attention to lip movement, lip position, and teeth in order to understand what is spoken. In addition they are also taught to read other cues like facial expressions.

c) Totally Communication Method

Total communication includes a complete spectrum of language models: differentiate child-devised gestures, formal sign language, speech learning, speech reading fingerspelling, and

learning and writing.⁸⁹ With this total communication method, hearing impaired children have the opportunity to develop language ability as early as possible, because this method can be accepted in pre-school that is about 1 to 5 years age range.

2. Shining Up to Disability Attention

Basically all children with special needs have relatively characteristics and problems that are the same namely: experiencing barriers intellectual development, difficulties in socialization, emotions unstable, and barriers in communicating with the environment.

While deaf children are characterized by an imbalance in the body's inability to speak well, full of suspicion, limited ability to control emotions, and have feelings of inferiority and feel alienated.⁹⁰

Of the many characteristics of the deaf child, there are various problems according to the conditions it has that arise in everyday life. Are as follows:⁹¹

First, Communication problem is the most complex problem experienced by hearing impaired, inability to receive information or communicate makes their vocabulary cannot be honed. So it causes difficulties in adjustment in social life and also language development becomes slow even cannot grow back

⁸⁹ Ibid, p. 286

⁹⁰ Hidayat, dkk, *Bimbingan Anak Berkebutuhan Khusus*, (Bandung: UPI Press, 2006), p.135

⁹¹ Ibid, p.126-127

Second, personal matters are the scope of the problems experienced by the deaf personally, as do introverts, selfish, suspicious, aggressive, irritable and so on. This can happen because of visual and auditory weakness experienced by deaf children. In addition, family environmental factors and community conditions are less favorable.

Third, the problem of teaching and learning difficulties cannot be denied because learning itself cannot be separated from the delivery and reception of messages (communication), a problem that usually arises in the learning process is the difficulty of catching abstract words.

Children with special need would need to special guidance and services so that they have the opportunity to develop their maximum potential, guidance to children with special needs should be implemented continuously and systematically so that they will be able to stand alone become an inseparable part of the community.

3. Teaching and Learning for Deafness Learner

The institutional objectives of the SLB/ B curriculum 1984, one point is deaf students are able to adapt socially and emotionally in their daily life and have the basic knowledge, skills and attitude to utilize their remaining hearing.⁹²

⁹² Sunardi, 2010, *Kurikulum Pendidikan luar Biasa di Indonesia Dari Masa Ke Masa*, Pusat Kurikulum Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional, P.56

So, for the 1984 curriculum more leads to students' ability to adjust to their environment. In addition, the learning process of students is more tending at the point of emphasis without ruling out student learning outcomes.

While the 1994 curriculum aims to develop basic attitudes that include social, emotional, and language skills, so that students are able to adjust themselves in the social environment, improve the ability of movement, orientation and mobility so that students are able to stand independently.⁹³ It means that, the 1994 curriculum also leads to students' independence in adapting to their environment.

In the PLB curriculum (2004), it is explained that extraordinary education aims at helping students with physical and or mental and or behavioral disorders to be able to develop attitudes, knowledge and skills as individuals capable of becoming members of the community in reciprocal relationships with the social, culture and nature, and can develop skills in the world of work or follow up education.⁹⁴

So from that statement is extraordinary education focused on training students' independence. Even if the students are unable to follow or understand the material given it becomes tolerance with the requirement that the students are able to live normally can socialize independently with the wider community, especially with the hope to contribute to society and state.

⁹³ Ibid, P.69

⁹⁴ Hidayat, dkk, *Bimbingan Anak Berkebutuhan Khusus*, (Bandung: UPI Press, 2006), p.27

The essence of the entire existing PLB curriculum in Indonesia is to make students able to adjust themselves independently in their environment. The greatest hope in the future is that students can contribute directly or indirectly to society and country independently to be able to live like a normal child in general.

While the method of learning for children with hearing impairment that can be applied will certainly adjust to the way the student's communication deaf. There are:

a. Manual Communication

As mentioned above, this method using sign language with the disadvantages of its use tends to form an exclusive society. So, only certain people can understand the language.

b. Speech Reading

A person can understand other people's conversation by reading the movement of his lips. However, only about 50% of speech sounds can be seen on the lips (Berger, 1972).⁹⁵ The weakness of this method can be helped by cued speech method that is gesture of hand movement aimed to complete speech reading.

⁹⁵ *Metode Pengajaran Bahasa Bagi Anak Tunarungu, Pusat Studi Individu Berkebutuhan Khusus*: Universitas Sanata Dharma Yogyakarta, (online) <https://psibkusd.wordpress.com> accessed July, 18th 2017 at 14.46 WIB

c. Hearing Through

This method utilizes hearing remnants without or using a hearing aid. However, the disadvantage of this method occurs if the hearing aid is not suitable using by the students and also if used for students with heavy-duty classification will be very difficult to accept the speech sounds that have been given.

d. Combination

This method is a combination of the three methods above. It means that, whatever the method should be adjusted to the condition of students in the study group.

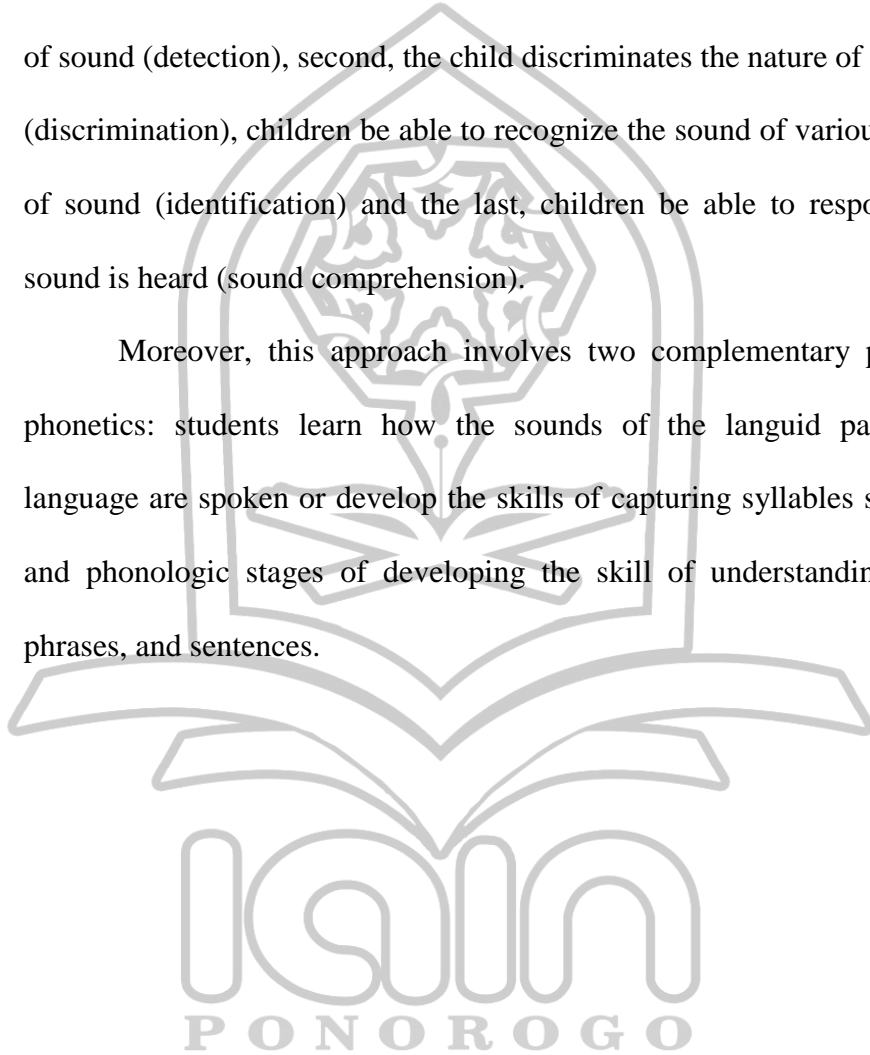
Besides that, there are two approaches in teaching for deaf children, namely: First, **Auditory-verbal** lets children learn to understand and interpret the verbal language. The principles of practice in this approach are: to identify as early as possible the symptoms of childhood abuse, to provide medical treatment if the symptoms are apparent, to help the child understand the meaning of each sound, to help the child learn to respond and use sounds like other normal children, to train the child to recognize his voice alone and match what's being said with what's being listened to, and involve deaf children in everyday activities with other normal children.

Second, **Auditory-oral** is teaching the children to use the rest of their hearing to develop the acquisition of the spoken language of the child. This approach aims to enable children with hearing impairment to acquire a

language by learning to read speech in spoken language, both receptively and expressively.

In addition, the child is taught listening skills consisting of four levels, namely first, detecting sounds to determine the presence or absence of sound (detection), second, the child discriminates the nature of the sound (discrimination), children be able to recognize the sound of various sources of sound (identification) and the last, children be able to respond when sound is heard (sound comprehension).

Moreover, this approach involves two complementary phases of phonetics: students learn how the sounds of the languid part of the language are spoken or develop the skills of capturing syllables separately and phonologic stages of developing the skill of understanding words, phrases, and sentences.



CHAPTER III

DATA DESCRIPTION

A. General Description

1. The History of SLB Putra Idhata

SLB Putra Idhata was established to coincide on the Idhata Anniversary VII on December 22nd, 1972. This school was established by an educational foundation called "YAYASAN PUTRA IDHATA" with a notary certificate dated December 23rd, 1974, number 20 in 1972.⁹⁶

On October 1st, 1973 opened simply an Extraordinary School majoring in deaf and mute student department. This is an experimental step based on a sense of devotion and courage.

At that time the learning located in the Umbul Dolopo Madiun by renting the house owned by Mr. Somokarjono with a total of five children, two teachers and two boarders.

On May 15th, 1976, the foundation of Putra Idhata added the blind department and was inaugurated by the Head of the Department of P and K Madiun Regency. Then in 1980 the number of students also increased to 12 children.

In 1982, the SLB Putra Idhata moved on Sekolahan Street Glonggong Dolopo Madiun with the status of the land belonging to the school. While in the year 2010, has begun there is a child's tunagrahita and until now there is

⁹⁶ Look at Transcript of Documentation Coding 01/D/10-VI/2017

dominant tunagrahita in this school. Until 2016 the total number of students was 74 children with various categories.

The foundation can improve its efforts to equip educational facilities for the advancement of foster children. Financial systems include the payment for teachers could be given regularly at the begging of 2016.

2. Geographical Position of SLB Putra Idhata

SLB Putra Idhata is located at Sekolah Street Glonggong Dolopo Madiun.

With the following restrictions:⁹⁷

East	: House of Residents
West	: MAN DOLOPO
North	: House of Residents
South	: Timber Collection

The geographical location of SLB is very strategic to be a place for mentoring, education and development of disability children because it is located on the outskirts of the city and apart from the highway, so it can be ascertained the security of them. In addition, learning can run conductively because of avoidance of the crowd and communication aspect should avoid the noise so that communication can be effective and acceptable.

3. Organizational Structure of SLB Putra Idhata

Organizational structure is formed to facilitate the system that has been determined in order to avoid abuse of rights and obligations. In preparing the

⁹⁷ Look at Transcript of Documentation Coding 01/O/10-VI/2017

organizational structure in the SLB there is a division of tasks in accordance with their respective capabilities so that in the implementation of the task can run smoothly and minimal constraints. The organizational structure here is as follows: Mr. Sarjito as Committee, Sri Muyani, S.Pd as vice principal, Priyo Arif Wibowo, S. Kom as the administration, Siti Rochmakin, S.Pd as school treasurer, Sunarti, S.Pd as a staff, Rr. Dwi Yuliana, S.Pd as vice curriculum, Mulyadi as section of infrastructure and Siswoyo, S.Pd as public relations section. For more details see the organizational structure of SLB Putra Idhata in the appendix.⁹⁸

4. Vision, Mission, Direction and Significance of SLB Putra Idhata

a. Vision of SLB Putra Idhata

"The realization of optimal service for Children with Special Needs. So, they can increase the faith and taqwa, independently, produce a masterwork, can socialize and participate in social life, nation and state."

b. Mission of SLB Putra Idhata

In order for the school vision to be realized, then the school mission is composed as follows:

1. Implementation of appreciation of religious values that strengthen the faith and devotion.
2. Providing motivation to students, so the children with special needs (ABK) more confident.

⁹⁸ Look at Transcript of Documentation Coding 03/D/10-VI/2017

3. Implementation of character education and character of the nation maximally.
4. Provide provision of skills to Children with Special Needs (ABK) in accordance with abnormalities and abilities.
5. Increase cooperation with the community and related parties.

c. Direction and Significance

The purpose and benefits of SLB Putra Idhata is the implementation of the VISION and MISSION is contained in the objectives of the school are:

1. Able to improve service quality to ABK at SLB level.
2. Giving freedom to utilize the wide learning space for children at SLB level.
3. Generating the learning process more dynamic, according to service standards.
4. Children learn to focus more centered because they has their own place.
5. Achieve ideal learning between the number of teachers and students there.⁹⁹

5. Condition of Facilities and Infrastructure

Facilities and infrastructure is needed to support teaching and learning activities. It can facilitate the teaching and learning activity and facilitate the implementation of education and teaching programs in SLB Putra Idhata Glonggong Dolopo Madiun.

⁹⁹ Look at Transcript of Documentation Coding 02/D/10-VI/2017

The condition of facilities and infrastructure at SLB Putra Idhata in the academic year 2016/2017 is quite adequate. Students with special needs have received adequate facilities in teaching and learning process, so that be able to improve the quality of learning in the SLB. For the specification of facilities and infrastructure can be seen in the attachment in this thesis.¹⁰⁰

6. The State of Teachers and Students with Special Needs

a. The State of Teachers

All the teachers at SLB Putra Idhata are 12 people with details as follows: Headmaster, 7 teachers teaching at SDLB level, 1 SMPLB teacher and each of them as class teachers. Teachers at SLB Putra Idhata have different educational background consisting of 8 Extraordinary Education, 1 Administration, 1 accounting person, 1 information system and 1 biological education. The status of educators in SLB Putra Idhata is 8 civil servants and 4 permanent teachers of the foundation.¹⁰¹

b. The State of Students

As for the students themselves, the researcher gets information from the documentation that the total number of students is 74 children. Students in SLB Putra Idhata Dolopo Madiun consist of children with special needs. There is blind, deaf and tunagrahita. The classification of each grade is:

¹⁰⁰ Look at Transcript of Documentation Coding 06/D/10-VI/2017

¹⁰¹ Look at Transcript of Documentation Coding 04/D/10-VI/2017

- 1) SDLB; Consisting of 42 students with 5 children deaf and 37 tunagrahita children specification.
- 2) SMPLB; Consisting of 18 students with 2 blind children, 8 children are deaf and also 8 tunagrahita children specification.
- 3) SMALB; Consisting of 14 students with 6 children deaf, and 8 tunagrahita children specification.

So the total students in SLB Putra Idhata are 74 children with specification is 2 children with 2 visual impairment children, 19 deaf children and 53 tunagrahita children.¹⁰²

7. Championships and Competition Ever Followed

Despite the extraordinary condition of children who are different from other normal children, in fact they can follow the race and get cheating either from the regional or national level. Here's a list of competitions and championships that have been followed or ever won by SLB Putra Idhata students:

No	Name	The Kinds Of Competition	Championships
2013			
1	Yogi Prasetyo	Badminton	Participant
2	Nur Wijayanti	Engineering Knowledge (Computer)	Participant
3	Nur Wijayanti	Engineering Knowledge	Champion

¹⁰² Look at Transcript of Documentation Coding 05/D/10-VI/2017

		(Computer) of East Java	
4	Rina Ruli Astuti	Cerdas Cermat	Participant
5	Veranida Rindyantika	Make Up Art	Participant
2014			
6	Rina Ruli Astuti	Cerdas Cermat Mipa SDLB o East Java	Participant
7	Maulinda Kusuma Wardani	Penegak & Pendega Scouts	Participant
8	Yogi Prasetyo	Badminton (O2sn)	4 th Runner-Up
9	Iqbal Awal A.A	Entrepreneurship	Participant

Table 3.1 The Championships and Competition Ever Followed by SLB Putra Idhata

B. Specific Description

1. Effects of Deafness Student Condition on Teaching English

Students are accepted to be students of SLB Putra Idhata after they register themselves first as same with other public schools. But in there, the student can register anytime without directive date.

Besides that, the level of student intelligence can not be determined through by their age. They will be entered according to the child's mental age. For example, a 17-year-old child who should have entered high school, but after they are done to take assessment and actually their mental age is suitable at elementary school, they will be inserted in elementary school.

However, disability children who are received at SLB Putra Idhata are only tunagrahita, blind and deaf type to make a better handling at these three disability types.

In addition, the teacher at SLB Putra Idhat not only who have PLB educational background. Whereas, a people who care with disability children and their education.

The admission of SLB Putra Idhata students is easy, because at any time anyone who has a one of three types of disabilities can register. However, with the ease of registering they must across the procedure such Registration, Observation, Assessment, and Placement.

This is done because the condition of children with disabilities who do not understand the meaning of the school and do not want any compulsion. When the children are able to makes an adaptation with school environment and teachers. They are ready to be registered to school. In essence, the school system will follow the conditions of students rather than students who must follow the school.

SLB Putra Idhata also provides dormitories for students with certain conditions. The management of the dormitory is led by Mrs. Sulistyani. She is helped by two people who standby in the dorm, ie as a chef and gardener too. So, in there is indeed provided for extraordinary students who need it and it has no obligation for them.

In addition, anyone who wants to become a teacher in SLB Putra Idhata will be accepted because there is no special standardization. So, in there has varied educational background teacher. However, it does not make them difficult in students handling because teachers help each other. Every year there is rolling of class teacher with different disabilities.

Schools do not require teachers who apply only graduates of PLB because PLB graduates are still very rare. Mostly, SLB teachers are people who are moved to help others and also people who realize that education is the right of everyone is no exception to children with disabilities.

In the extraordinary schools learning put forward the skills of students, more precisely the readiness of students to live independently in their community later. For elementary-junior high level there are still many general materials that are given with emphasis on BPBI course (*Bina Persepsi Bunyi dan Irama*), to maximize the remnants of hearing as well as for the provision of socializing with the wider community.

As for the high school level is more focused on Skills. As in the 2017-2018 academic year. At Monday-Tuesday they must attend general lessons such as Mathematics, Science, IPS, Indonesian Language, English Language, PPKN, PAI and Art Culture. While the next four days they must follow the skill material.

The skill material for this semester is the skill of sewing the veil. The product will be sold to the public and the profit will be entered into the cash

skill for the management and purchase of the necessities of the skill material itself. Then, for the next, if the product result of a skill material is still high selling power, they will continue to produce a material.

However, if the selling power of a product is already low or stock is still a lot. So, the teacher will innovate to find new product or a new skill, eg making brooch, embroidery or others.

Therefore, the role of SLB teachers is not only as a facilitator of the material presentation only. However, SLB teachers are required to be master of various skills such as sewing, making brooches, and making other product such as headscarves, tablecloths, bed sheets and soon.. As Mrs. Wiwik expressed:

“SLB is more emphasis on skills, because diploma is not important for them. The principal of SLB learning is ability and independently student. They can sew, make brooches, bed sheets, tissue cover and soon. Although the teacher may invite an instructors to teach a some skill study.

Teacher teaches material at Monday, Tuesday and Wednesday. The material is same with general other high school such as Mathematics, Indonesia Language, Social and Science.”¹⁰³

When sewing skills course, Mrs. Wiwik admitted that she cannot sew. Her sewing skills are still under from her students. She and her student studied sewing together with tutor. She also admitted she still have a lot to learn. So, she can guide the students and give a solve of student’s problem.

¹⁰³ Look at Transcript of Interview Coding 03/W/11-VIII/2017

Each year, in the hope of the students' ability to follow the learning progresses to be better quality. However, the development of disability children in SLB Putra Idhata also up and down.

Thus, the student development also depends with early treatment according to the type of impairment and the degree of disability classification. Furthermore, Mrs. Wiwik told the classification of deaf children in SLB Putra Idhata as follows:

“The classifications of the deafness depend on the rest of hearing. If the student still have hearing residue they can wear a hearing tool, bit in school they can learn BPBI.

Moreover student who still have vision or hearing remain also given a BPBI material, because at over time their ability will be damaged, so at the future expectation they can communicate using sign media for deaf and braille for blind children.”¹⁰⁴

Although, there are disability children with mild type of disability must get a special BPBI program (*Bina Percepsi Bunyi dan Irama*) specifically for deaf and braille skill for blind children. In the overtime, their sensory system will be weakening run down and probability became to severe disabilities type. Thus, they can communicate with the wider community even thought by using the sign language yet.

¹⁰⁴ Look at Transcript of Interview Coding 03/W/11-VIII/2017

There are three deafness students in first grade SMALB who normal hearing impairment. It means that they have not double disability without tunagrahita type. So, they can receive lessons well.

While SLB Putra Idhata already is using K-13 as disclosed by Mrs. Wiwik as follows:

“This school uses the K-13 Curriculum. There is keep using 5 steps. But, it is not same as with the general school, all must be adjusted with the student and the teacher can lower or modify the standard of curriculum. Here, all have been using K-13 from kindergarten, elementary and junior high school.

Actually the deaf is same level of intelligence with normal child else. The diversification is a several child who has a double disability, an example a child who have deafness and tuna grahita disability.¹⁰⁵

This is reinforced by the statement of Mrs.Sri Mulyani with an explanation accompanied by a direct example in the material taught as follows:

“We ever used KTSP Curriculum, and now we must use K-13, same as with general school, but the material is simpler. Example at Science, there is the rain process that be caused the sea water evaporates continue to clot and eventually become rain.

The material is same with other general high school but there is simpler and not abstract. In here, using K-13 is same steps. There are observation, asking, collecting information, associating, and communicating. Whereas, when practices, we still adjust by the situation of the student itself. For example in K-13 there is a process of

¹⁰⁵ Look at Transcript of Interview Coding 03/W/11-VIII/2017

observing, first, the students are invited to the park and then they are asked to pull out the grass and finally spell the part of Just like that, we must explain concretely.”¹⁰⁶

Many obstruction occur at learning with deaf children as expressed by Mrs. Sri Mulyani as follows:

“Deafness Student is difficult to understand the vocabulary, in example, if we want to tell about photosynthesis, we must draw it. The modern school was using LCD and Projector and the students are asked to observe and the teacher quite silent. Here is only have one new LCD and Projector, so we must switch to another class.

In this condition, we must be more creative, we must prepare the media before to make the student quickly understand.

In example, if we want to explain the squid and sea animal we must prepare the picture before, usually I search it form the google. Although we cannot force the student to understand the material, we supply a skill from them enough. There is make a student is independent to live in their community.”¹⁰⁷

Thus, according to Mrs. Sri, the obstruction should not be inhibited at learning takes place. Therefore, teachers should be more creative to find the media and the students can capture the message easily understand the material presented too. Mrs. Wiwik also explained about the obstacles that are experienced when learning with deafness student as follows:

¹⁰⁶ Look at Transcript of Interview Coding 02/W/10-VI/2017

¹⁰⁷ Look at Transcript of Interview Coding 02/W/10-VI/2017

“Because they cannot hear, they cannot be invited to talk. Then we must really be able to explain concretely. Deaf students are more sensitive. For example we talk at the behind them maybe they think we are talk about them. In addition, SLB student cannot be coming under pressure. So that, they may go to school happiness, because they are not understanding of school purpose.”¹⁰⁸

According to Mrs. Wiwik, deafness student learning should be fun and enjoyable because they want to go to school was become a special point for them.

2. Nonverbal Communication Able To Be Applied in Teaching English Process

The communication among the deaf student is different from the other normal child. Therefore, it will definitely affect to the system in teaching and learning. As expressed by Mrs. Sri Mulyani as follows:

“We use Sign Language, there is a thick dictionary, I will show you sometime. Facial expression is also needed. Actually, the students are smarter than me. Sometimes, they give me a correction when I make mistakes at utterance.”¹⁰⁹

It is also confirmed by Mrs. Wiwik. Moreover, she added the exist media when delivering lessons, especially language lessons. As revealed by her as:

¹⁰⁸ Look at Transcript of Interview Coding 03/W/11-VIII/2017

¹⁰⁹ Look at Transcript of Interview Coding 02/W/10-VI/2017

“At Deafness learning, we use sign language, there is a thick dictionary. The student was learned it. There is starting from spell and understanding language.

Moreover, there is mirror as another learning media. Mirror is most important. We teach must be in front of the mirror when we teach a language. So, we know mimic our lips. Similarly with student of high school in general, they are more understand if you use the media.

Finally, deaf children cannot imagine abstract matter such as music. In English, more emphasis on the understanding of writing, if understanding such as Apple, pronunciation it is difficult, moreover they understand how to write enough.”¹¹⁰

In addition to sign language from KBBI, the use of nonverbal language is also very important in applied in deaf student learning. As disclosed Mrs. Wiwik as follows:

“The **sign language of the face** is important, if we communicate with the deaf children, we should not turn their backs, must face to face, in front of them. So, all our mimic is looked, our pronunciation is seen. If they turn their backs they cannot know if we talk to them. Eye contact is also important without a loud voice.

Touch is also important. Such as we give reward be caused he has been do well, a small example we give a thumb or stroked the head. **Attachment** is also important, because we be able to understand each individual character, what ability is, and what weakness for the way

¹¹⁰ Look at Transcript of Interview Coding 03/W/11-VIII/2017

we teach. If we already know their character, then we can know what we can teach, learning manner, and what method that appropriate.”¹¹¹

So indirectly extraordinary child teachers in SLB Putra Idhata has implemented Nonverbal Communication although not as detailed as in theory, they understand and apply nonverbal communication appropriate with customs and habits that exist in every day.

3. The Kinds of Nonverbal Languages That Are Applied in Teaching English

In accordance with the results of interviews with Mrs. Wiwik above, it can be concluded that the common nonverbal language in use at the time of learning and teaching of deaf children other than sign language is nonverbal language with kinesik type as included in the facial expression like surprise, fear, disgust, anger and happiness.

In addition to facial expression, Mrs. Wiwik also applies kinesic language with eye motion category and gesture too. Conscious and unconscious gaze, as well as body language that is done have different functions and effects as well, as desired in the sender of the teacher (sender) to the students (receiver).

Meanwhile, according to her the distance of proximity between students and teachers is very noticed that in the nonverbal language at proxemics type. It

¹¹¹ Look at Transcript of Interview Coding 03/W/11-VIII/2017

is very influential on deaf student communication, due to limitations in hearing then indirectly the distance greatly determine the level of the message can be received well by students.

Touch or Haptic sometimes is needed when the learning takes place such as when giving reward by rubbing the head of the child, then the student will feel to gain the affection and appreciation from the teacher.

At school, every student wore the same uniforms, such as a white and gray uniform on Mondays and Tuesdays, Batik on Wednesdays and Thursdays, Specially Friday' is sports clothes and scout outfits on Saturday. It also includes nonverbal languages that are classified on clothing and artifact terms.

The selection of colors for school uniforms and buildings also has a certain meaning and purpose. It is if entered into the type of nonverbal language including the use of Color and Affect in the using a color.

In essence, indirectly the use of nonverbal language has been applied in everyday at teaching and learning in this SLB Putra Idhata.

However, paralanguage type cannot be applied in deafness student learning, because paralanguage is a nonverbal language by asserting to voice nuances may not be accepted because hearing the voice is constrained by the natural weariness.

In addition, there is one possible paralanguage can be accepted if it is a type of **hesitation** and **silent**. For example, when the teacher is explaining a material and suddenly silent because there are students doing other

activities/not paying attention to the teacher's explanation, it is likely that the deaf student will feel and will immediately stop the activity. It is a form of nonverbal type paralanguage that falls into the category of hesitations and silent which can still occur in learning with deaf students.



CHAPTER IV

DATA ANALYSIS

A. The Effect of Deafness Students Condition On Teaching English

The student academic difficulties are not caused by the lack of cognitive problems, but it caused by the difficulties in receiving language and educational systems that have not been able to maximize the cognitive excess of deafness student.

Deafness students have the same level of intelligence ability as other normal children, if their limitations can be analyzed as early as possible and can be handled properly, the limitations are only as a variety of human forms with their respective deficiencies. With these shortcomings, there will be a causal effect on the condition of the disability, as well as when learning and teaching that occur a several effects.

SLB Putra Idhata already using K-13, but at the application is not accordancing with the expectations of the actual curriculum. Like Mrs. Wiwik who constituly make Lesson Plan (RPP) but in fact it will be adjusted with the ability of children too.

As the author observed on Monday, August 28th 2017, Author found the phenomenon of using K-13 which accordance with the student's condition. The lessons start from praying and singing national songs together by all levels of

SMALB. Although deaf student can not sing it, they keep listening until the song is ended.

The first lesson is Mathematics with material "*Satuan Jumlah Ukur Rim, Lusin, Kodi, Gross*". Mrs. Wiwik claimed that the material obtained from a web. She did it because of she may not receive the revision of K-13 from the ministry. It was happened at other lesson too. Teacher must seek their own material that accordancing with the latest revisions.

It becomes an evaluation for every rank in charge of education. if there is already agreement for the revision then also there should be readiness for everything.

In existing regulations accordance, the K-13 Curriculum uses five steps: Observing, Asking, Collecting Information, Associating, and Communicating.

At the time of observation at teaching and learning activities the teacher directly demonstrates about the material "*Penggunaan Satuan Ukuran Jumlah Lusin, Gross, Rim dan Kodi*", the teacher explains the usefulness and how to calculate the size. Such as sample question: "*Andi memiliki 12 kotak paku. Apabila setiap kotak berisi 2 lusin paku, maka berapakah jumlah keseluruhan paku yang dimiliki Andi?*"

The question is a matter that appear in daily because of considering the purpose of SMALB is teaching productive independence of student.

In another example, when a simple electrical circuit lesson the teacher demonstrates how the electrical circuit works by turning on and off the lights in

that class or when the Indonesian Language with “Ads” material she shows directly an example of advertisement from a newspaper.

Afterwards the teacher writes on the board while occasionally explaining too. After students observe, they write the material earlier. After writing, the teacher also gives a problem that is exactly same with described material earlier. It is because o the deaf students will be less able to catch if the teacher have not give the real example.

After students finished writing and finding on the problem solve, they will be rated by the teacher. In the assessment, teachers can not give standart values of one student with another student too, because in the assessment, the teachers must know each student’s ability and capability. So the standard values in one class must be different depending on each student. As an example, the value of 80 is A may not be better with a value of 75 is B.

At the time of learning English is same as with the other learning. Mrs. Wiwik started the lesson by praying, then she greeted her students with “*Good Morning*” and asked the news to all his students by saying “*How are you?*”. After all students answer it she told the theme that will be learned.

The theme at the time was about “Congratulation Expression”, Mrs. Wiwik wrote some sample words about it. Then she gave an explanation of the use and manner of the expression response. After that, she tried to explore students' knowledge of Congratulation Expression other than those already written on the board.

After the students understood, Mrs. Wiwik discuss about the use of

Congratulation Expression. As follows:

Rani : Today is my Brithday
 Joko : (1).....
 Rani : Thank you, Joko!
 Joko : it is gift for you
 Rani : (2).....
 Anita : I was won on running competition, lastday
 Rizal : (3).....
 Anita : thanks, I hope you did be the next.
 Rizal : (4).....

Before the English Course was terminated, then Mrs. Wiwik gave an assessment of the results of the problems that the students had been working on. Then Mrs. Wiwik and all his students review the themes that have been learned together and lessons are ended by providing motivation and greetings.

In accordance with the results of the above observations can be drawn conclusions by describing each subject according to the steps K-13 Curriculum as follows:

1. Observing

- a. English Course : Student attend the explanation about congratulation expression dan using it that given by the teacher by written on the black board.
- b. Mathematics : Students pay attention to the story given by the teacher.

c. Science : Students observe the simple electrical drawing illustrated by the teacher on the blackboard, Student observes the teacher's demonstration of how simple circuit works.

d. Indonesian Language: Students observe an example of a newspaper advertisement shown by the teacher.

2. Asking

a. English Course : students are directed to ask about congratulation expression, how to use and respon it.

b. Mathematics : Students are directed to ask about measuring activities using reams, eg: How to solve the problem? How much money to spend?

c. Science : Students are directed to ask for example: Why lights can be on?

d. Indonesian Language: Students are directed to express as much as possible about examples of advertising in everyday life.

3. Collecting Information

a. English Course : Students with the teacher guidance complete about congratulation expression, how to use and respon it.

b. Mathematics : Students with teacher guidance complete the question of rim measurements that are demonstrated in front of the class.

c. Science : Students with teacher guidance complete the question of how to measure the Potential Difference (Volt) that is demonstrated in front of the class.

d. Indonesian Language: Students with teacher guidance look for sample ads from newspapers.

4. Associating

a. English Course : Students do the exercises to better understand the concept of congratulation expression, how to use and respon it.

b. Mathematics : Students work on exercise questions to better understand the concept of rim measurement through story problems.

c. Science : Students do the exercises to better understand the concept of Differential Beda (Volt).

d. Indonesian Language: Students choose ads to paste in their respective task books.

5. Communicating

The four subjects have the same communicating step that is learners receive responses from the teacher about the job.

From the above information, the researcher can conclude that the using of K-13 can be implemented in accordance with the ability of students because all curriculums should be adjusted with students who receive the curriculum, then everything will re-adjust the student's condition and the main

goal of SMALB is student skills or readiness to live independently in the community.

Adjustment to the curriculum of student condition often occurs obstacles in learning. One of them is the difference in interpretation of language between the sender (teacher) and the receiver (students). However, it can be overcome with written language. So in every lesson, the teacher will definitely explain while writing down the intent of the important point of each subject. Although, sometimes student sign language grip more better than the teacher. But it is not be a problem and the students were able to give correction to the nonverbal language error.

Moreover, according to the classification of all deaf students in SLB Putra Idhata is between Severe Hearing Loss and Profound Hearing Loss because all students are not able to use hearing aids. So they only need special learning with appropriate methods and learning to develop language skills and alternative forms of communication.

B. Nonverbal Communication in Teaching English

The low deaf student's achievement development language has not meant they have a low level of intelligence. If nonverbal reasoning means it is not required oral language skills then they can show the same level of intelligence as other normal student.

Therefore, an extraordinary educational teacher should provide media that appropriate with student ability, such as hearing aid models that can be applied to deaf student. However, in SLB Putra Idhata all of deaf student was not use hearing aids because the classification of all deaf student is between severe hearing loss and profound hearing loss so the use of hearing aids will not help much for the development of deaf student's language.

SLB Putra Idhata often applies totally communication method for the deaf student. It means that student learn to communicate by distinguishing mimic movement (child-devised gesture), formal sign language, learning to speak, and speech reading fingerspelling.

SLB Putra Idhata also accustomed to use combination as learning method means SLB Putra Idhata using manual communication, speech reading and also hearing through. This method is considered most effective to apply in deaf student learning because this method combines several methods so that it can indirectly complement every deficiency of each method.

The using nonverbal language is very important in communicating among deafness students inside and outside learning, because the nonverbal language will be complementary, supporters or substitute verbal language that want to be conveyed.

More specially, nonverbal language can be learned by everyone, because nonverbal language has been created at a long time ago before the verbal language created and it be mastered by humans.

Curiosity to understand or express nonverbal language is expected to help creating the quality of effective communication, because it is able to increase how completely read the language that is displayed by all members of the body language.

C. The Kinds of Nonverbal Languages Applied in Teaching English

Just like Finger Gestures there are some symbols which have a certain meaning. The finger gesture is a nonverbal language used in the delivery of deaf messages. Teaching normal children and deafness student in the same classroom be one of a way at educating deafness student. So that everyone can socialize with the deaf student, so their psychological and social is not felt isolated.

The nonverbal language that often occurs in SLB Putra Idhata especially doing by deaf student is a finger sign language sourced from SIBI dictionary which is written by the Ministry of National Education. It was taught to deaf students since the level of SDLB and SMPLB ie in the special material "*BPBI (Bina Persepsi Bunyi dan Irama)*."

In addition to these nonverbal languages, there are some nonverbal languages that can actually be recognized by the layman with sign language fingers or other symbols. Here we will describe the nonverbal language seen in facial expressions during learning and beyond SMALB Putra Idhata lesson:

Eyebrows are raised, the eyes have a hard strate and may have a bulging appearance and the jaw drops during surprise causing the lips and teeth to part.

The facial expression is a combination of surprise and angry expressions. The expression arose when the student engaged in a conversation with her friend. *See at the picture 4.1*

There is seen two expressions at the time outside of learning between the conversation among two students. First, the male students who look her corners of lips are drawn back and the direction of the view fell down with the position of the crossed legs facing to the other person. The expression is not a happy expression, but it is an expression of tendency to accept the other person's opinion with the crossed position expressing an open attitude toward the other person by closing the openness from the other side.

While the second expression is the expression of female students by closing both eyes, the lower lid is tensed and be raised, the upper lid is tense and the lips are pressed firmly together. The expression shows an expression of anger or resentment towards the other person. *See at the picture 4.2*

Furthermore, the two expressions of the teacher occur at the time of learning too. The first expression shows her inner corners of the eyebrows are drawn up, the skin below the eyebrow is triangulated with the inner corner up, the upper eyelid inner corner is raised and the corners of the lips are down. The expression shows a sad expression clearly. She showed a sad expression because one of her students made a mistake during the practice of making the hijab, the student could not understand what she was saying before, so she had to repeat the explanation as before.

While the second expression shows the brows are lowered and draw together, and the wrinkles in the forehead are in the center, not across the forehead. The expression shows the expression of teacher's fear or hesitation when she sees the results of her student work whether it is correct or still wrong, but the expression of the doubt is a slight mixture of emotions or seriousness of teachers who expect the results of the student's work is correct according to the material that has been conveyed before. *See at the picture 4.3*

The last expression is occur from the student who just got the correction from his teacher, his eyes looking down and his corner of lips are drawn back and down indicate she iss a little disappointed, because in fact the result of his work there is still a mistake and she must repeat her work early.

Apart from some occur expressions, Eye contact be an important role in communicating with deaf student, they will not accept the spoken language if there is no eye contact. When communicating with deaf children also should not turn their backs on them because if it is ascertained they will not understand what the meaning of the spoken language.

In the learning in SLB Putra Idhata seen the teacher who always facing the students without even turning their backs too, likewise also gesture and posture teachers should always be seen by her students without being hindered by anything. *See at the picture 4.4*

Here are some gesture analysis results that are seen inside and outside of the classroom in SMALB Putra Idhata.

At the English Course with the theme of Congratulation Expressions, there is the following nonverbal language:

In the picture 4.5 looks Mrs. Wiwik is giving an explanation of Congratulation and at that moment she is seen saying the word “*Selamat*” means “*Congratulations*” by instantly crossing her both hands then releasing it as seen in the second picture.

At the picture 4.6, Mrs. Wiwik looks closed her eyes and with a hand supporting her head while saying “*Sleep Tight*”. So, according to the function of the nonverbal is as **Complementing** because her hand gesture and facial expression tell the pronunciation of “*Sleep Tight*” that indicates gesture as a complement of verbal language spoken.

At the picture 4.7 shows Mrs. Wiwik is holding her thumbs up while saying “*Nice*” form sentence “*Have a Nice Dreams*”. It shows the function of the nonverbal language is as **Complementing** to support spoken verbal language.

At the picture 4.8 looks Mrs. Wiwik stuck out her tongue when pronouncing the letter "L" on the word “*Natal*” with one hand pointing to the word “*Marry Christmas*” and the picture beside, she looks crossed her finger mark the Christian religion. So, it means that the Christian is “*Marry Christmas*”. Non verbal language is also as a complement of verbal language spoken.

The last pictures, when “*Congratulation Theme*” learning, appears at the picture 4.9 a deaf student who gives another example, from the first Picture she saying “*Selamat*”, and the second picture she shows the finger spelling of the

letter “W” and the last picture she shows the finger spelling of the letter “D” which means is “*Happy Wedding*”.

So, deaf students also have the ability to understand English language and not inferior with the other normal students. Although, the pronunciation is impossible to be mastered by deaf students, minimally they have the ability to understand, use and write the language.

At the time of math lesson with material “*Penggunaan Satuan Ukuran Jumlah Lusin, Gross, Rim, and Kodi*”, occur a teacher who holds ear with mimic lip funny. At that time, she asked her students “*Tahu*” the ear-holding movement is analogous to the word “*Tahu*” or the meaning he wants to ask his students if they already know how to work the unit of the ream. So according to the function of the nonverbal is as **Complementing** because the hand gesture that holds the ear simultaneously with pronunciation the word “*Tahu*” indicates gesture as a complement of verbal language spoken. *See at the picture 4.10*

Besides that, at the time of explanation of the unit calculation unit of the rim, the teacher previously asked, “*Apakah rim bisa digunakan untuk rambut?? Baju??*” Then the teacher crossed her arms as shown in the meaningful picture “*Tidak Boleh*”. While one deaf student held up a little finger that gives meaning “*Salah*”. The function of the body gestures done by the teacher is as a complement when she speaks the word “*Tidak Boleh*” So that the function of the nonverbal language is **Complementing**. While the function of the hand gesture

nonverbal language of the students is **Substituting** because she only shows the gesture language without pronouncing any word. *See at the picture 4.11*

As according to types of body cues gesture by the teacher is as **self adaptor** because she moves her hand as a sign “**can not**”, while the gesture of the student is an **emblem** because the gesture of the little finger equals the speech “*Salah*”.

In the picture 4.12 seen the teacher was gaze upward both hands above when asked “*Listrik butuhnya berapa?*” So the purpose of the hand gesture is “*Berapa*”. Function of this nonverbal language is as **Complementing** because the formation of gesture in conjunction with the spoken verbal language. This type of gesture is **self adapter** because it is an adapter motion performed to her verb language.

In addition, during the Indonesian lesson with “*Ads*” theme, “*Besok ada weeeeee*” (While moving her hands). “*Besok ada Wayang, Dimana? Neng kono, Desa Sana*”. (Pointing to origin). Thus, it can be said that the function of the nonverbal language appearance is as **Complementing** that is complementary to the verbal language of puppets by moving the hands like staging a puppet and so when pronouncing the word “*Desa sana*” with a hand-gesture as if by pointing a place. Meanwhile, according to types of body cues, the gesture into the **Illustrator** category of teachers making illustrations of puppet show with her hand gesture. *See at the picture 4.13*

Beside that, at the picture 4.14 visible she said, “*Disebar ya*” (Gesture of the hand as people spread something), “*Bawa mobil OOOOO*”, (Gesture of the hands to form speakers). According to types of body cues it goes into **Illustrators** ie the teacher makes illustrations of the announcement with the hand gesture. In addition, when viewed from the function of nonverbal language is **Complementing** as complementary to the said announcement.

See at the picture 4.15, at the time of Science with Electric Flow theme, she explained about the way electricity works by using the formula $V = I \times R$. Potential Difference = Strong Current x Obstacles. At that time he will give an example by using a Battery Mobile by borrowing it to the students. In the picture 4.15 is seen one of the hands of the teacher looked up the sign to ask for and seen the gesture of the student's hand indicating the rejection and his mimic lip shows “*Tidak Bawa, Di Rumah*”.

Thus, the function of the nonverbal language that appears at the picture 4.15 is as **Complementing** that complement the verbal language of teachers who want to borrow a mobile phone one of the students and also the rejection of the students because he did not bring Mobile Phone. Whereas according to types of body cues are **self adapter** that he moves his own hand to ask or give rejection.

When the praying before back to home, the student of all high school ranks one in march to pray, and one of them (especially not the deaf and mute student) leads the prayer. At that moment, some deaf student still make a

crowded and one other student put her finger in front of the mouth. *See at the picture 4.16*

These gesture is to ask someone to calm and not noisy. So, the function of the gesture language is as **Substituting** because it replaces the language “Please, Silence” by simply putting the index finger on the lips and it can be understood directly and the type of gesture is **Emblems**.

In addition to the nonverbal languages with the kind of gesture seen in this SMALB class, nonverbal languages for the Paralanguage category can not be applied to deaf children, because they can not receive vibration of sound, especially distinguish high-low sound or tone of voice. So for paralanguage will not be discussed further. However, here are some pictures that explain about deaf student who able to understand something real only. Like the picture 4.17, when the teacher is saying sheets carry the paper by moving the paper as a word “*Lembar*”.

That is shows that a SLB teacher must be able to have clear lips mimic, as in the picture below seen teacher who stuck out his tongue when forming the language “*Kabel*” So the letter “L” is very clearly visible in the pronunciation of the word “*Kabel*”. *See at the picture 4.18*

The closeness or distance between the teacher and students is necessary, especially for deaf student, because really need face-to-face directly without blocked by something when doing communication, so that communication can be accepted and understood by the student well. Some pictures that show the visible

distance during learning as well as outside learning between the teacher and deaf students and the deaf student with their friend.

The picture 4.19 shows a distance of approximately 30 centimeters more. Then it can be categorized as the **Personal Zone** distance type. Visible teachers are showing a section of the newspaper to their students to show a clearer example of an “**Ads**” on Indonesia Language. It can help students understand the material more clearly.

It is also seen during the science at electrical material, when students do not understand the explanation of how to solve the problem, students come near to the teacher to ask more clearly how to solve the problem. So, that close distance make the students be able to be understand the material kindly than if she do not make it. So, the proximity function is to make understanding the material conveyed. *See at the picture 4.20*

At the time of skill lessons deaf students need a long distance type with a minimum type is **Personal Zone**. Teachers will give examples directly and the deaf student at the near of him. So, students will be able to see clearly the examples that provided by the teacher and they can practice according to the example that provided by the teacher previously. *See at the picture 4.21*

At the picture 4.22 the teacher explained how to make hijab pattern during the sewing skill lesson. So the teachers make a small circle with a close distance between each other, so that all students can see clearly without being hindered by anything. it can able to be seen intimacy between teachers and

students, and students with other students without any difference in status or class strata.

In the picture 4.23 seen a three children who are conversating about something, with the incident ranged from 1 to 3 meters, so the type of distance as the type **Social Zone**. In the conversation, visible discuss about the common happenings that they have shared. No chat is secretive.

The next nonverbal language that is often seen in deaf student's environment is **Haptic**.

In the picture 4.24 shows the male students touch one of the shoulders of female friends beside him. The function of the touch is to call his friend. How to call someone in the deaf environment must be in touch because calling a name is not effective because the deaf children will not know when they are on call. While the function of the nonverbal language is as **Subtituting** ie replace the call by touching one of the limbs of a person. This gesture can also be entered in the type of body cues ie **alter adapter** because there is directed to others.

While in the picture 4.25 shows the teacher who touching the hands of one of her students to explain the word **persuasive** (invites someone to do something). At that time, the teacher come near to one of the student and gave an example of persuasive by saying *“Sabun e apik Sa, neng kulit ki keset, lembut, iso putih neng kulit, sabunnnya bagus, ini yang namanya Persuasif.”* So, the touch is able to make strengthen / emphasizing from the verbal explanation of the teacher, this type can also be classified type of body cues as **Alter-Adapter**.

In addition, in SLB Putra Idhata has a several uniforms for teachers and students that can be analyzed through nonverbal language perspective through the meaning, among the results of the analysis are as follows:

Sports uniforms is the form of training and sports shoes. It is common in the select as a sports uniform because the material is comfortable and able to absorb sweat. The selection of the color is a blend of pink and blue for her clothes and black pink for her pants.

The meaning of the pink color is love, affection and for the meaning of the blue color is safe, comfortable, soft, calm, peaceful, and serene. The selecting black color of the pants contains the meaning of protect, defend, very sad, heartbroken, unhappy, moody, powerful, strong, and excellent. So teacher uniform sports in SLB Putra Idhata contains the meaning of the wearer is a teacher who has the power as to provide affection, security, and comfortable to the students. *See at the picture 4.26*

While the selection color of sports uniform for students is orange has the meaning depressed, distracted, confused, powerful, strong, and excellent and meaningful. Beside that, the meaning of the black is protect, defend, very sad, heartbroken, unhappy, moody, powerful, strong, excellent and powerful. Thus, the selection of colors for this uniform can be summarized as a student who has the power to get out of the limitations in their possession. *See at the picture 4.27*

In addition, all female teacher and student wear headscarf even though there is a public school, it signifies that of the activities in SLB Putra Idhata is mosleem.

In addition, the teacher uniform for Monday is modern batik with motifs that are adapted from batik sidamukti with orange as base color. It has meaning of prosperity and orange color contains superior meaning. So the user describes as a superior person and she can achieve the number of prosperity as she wants. *See at the picture 4.28*

The last, the SMALB student uniform some with general high school, there is the white color as the clothes and the gray color as pants. Appropriate with standard high school uniform throughout Indonesia, the gray has a serious meaning, reliable and stable. So, it has meaning that age of high school is an age that has grown up and it's time to start take a seriousness to reach the ideals. Besides that, there is a red and white logo that symbolizes the flag of Indonesia and also the SMALB logo that shows the identity of the school and the name of the chest to recognize the name of the wearer. *See at the picture 4.29*

The last picture 4.30 shows the atmosphere in SLB Putra Idhata looks from the outside. From a head visible a school gate. Beside that visible a red and white flag in front of the field, the gate marked is the identity of the school and some classrooms as a place of learning. The school color selection is green, which has the meaning of calm, peaceful, and serene. So, this school is expected to be a comfortable place to study.

CHAPTER V

CLOSING

A. Conclusion

1. Deafness learner Deafness learner conditions cannot accept and convey language is affect at the teaching and learning English process. Such as, the adjustments K-13 curriculum that must adapting to students' ability and they cannot be forced to understand all subjects taught. The change of learning method was using combination that adding several acceptable methods by students. Besides that, the deaf students English learning more are prioritizing at skills than the understanding of teaching material.
2. Communicating with deaf students needs the right way to be accepted by them. One of the languages that can be used is nonverbal language. It is one of the most effective ways of communicating at the time of learning and beyond English learning because the nonverbal language able to be accepted by them. So it can improve their English learning ability.
3. Some nonverbal languages are often seen at the time of learning and beyond English learning at SMALB Putra Idhata can be categorized into several types of facial expressions, gestures and posture that most functions of the nonverbal language of the type is complementing and there are also as substituting that serves to replace the verbal language. While nonverbal type of Proxemics is enabled to reveal the emotional closeness between teachers with students and students with other students. Haptic, Clothing, Artifacts and Color can also be

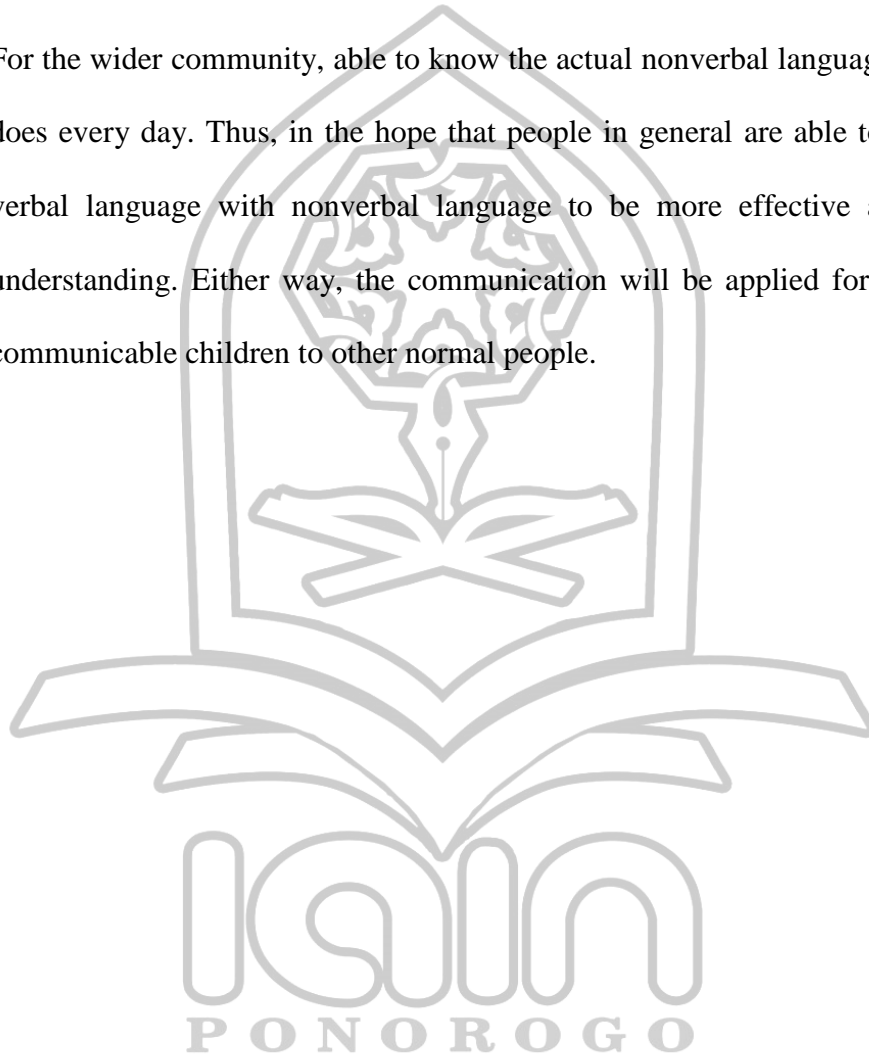
viewed and analyzed as a form of language that displays a meaning and meaning that can be understood.

B. Recommendation

After obtaining the results of the above research, the researcher gives the following suggestions:

1. That all human beings who live in this world are entitled to get their rights especially the right to express opinions and obtain education. No exception for deaf children therefore we must be able to support and give the right, both morally and materially.
2. In order to arise again a sense of concern for deaf children so that they are able to develop their potential to be able to live independently in the community. As well as people who are dealing in deaf children education to always get support and not in low regard by the general public.
3. For institutions, many methods and media that can be applied to deaf children so do not ever get bored to continue to create a personal deaf child into an independent and productive person.
4. For readers, with this research may be motivation and inspiration so that more. Besides that, more young generation who care about education, especially education for children with disability. Moreover, they are able to create more effective methods and media to apply to disability children's learning.

5. For further researcher, with many shortcomings in this thesis, expected to complete and develop the discussion becomes more detailed and able to inspire more for the advancement of education, especially education of disabilities children.
6. For the wider community, able to know the actual nonverbal language already does every day. Thus, in the hope that people in general are able to develop verbal language with nonverbal language to be more effective and more understanding. Either way, the communication will be applied for deaf and communicable children to other normal people.



BIBLIOGRAPHY

- Asyari, Yusuf. “*Fasilitas Umum di Jakarta belum Ramah Disabilitas*”. Jawa Pos. 13 Maret 2017. (online). <http://www.jawapos.com>. Accessed at May 25th, 2017. at 3.29 pm.
- Auza, Ara. 2011. “*Efektivitas Komunikasi Nonverbal (Studi Kasus Tentang Peranan Komunikasi Nonverbal Dalam Mewujudkan Komunikasi Yang Efektif di Kalangan Agen dan Konsumen PT. Axa Financial Indoneisa Cabang Medan*”. (Thesis). North Sumatra University.
- B.Adler, Ronald & George Rodman. 2006. *Understanding Human Communication*. New york: Oxford University Press, Inc.,.
- Creswell John.W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. USA: SAGE Publications, Inc
- Darwanto,S.S. 2007. *Televisi Sebagai Media Pendidikan*. Yogyakarta:Pustaka Pelajar.
- D.Gall, Meredith,et.al. 2003. *Educational Research: An Introduction (7th edition)*. United States: Pearson Education
- Efendi, Mohammad. 2008. *Pengantar Psikopedik Anak Berkelainan*. Jakarta: PT Bumi Aksara.
- Ekman, Paul & Wallace V.Friesen. 2003. *Unmasking the Face: A Guide to Recognizing Emotions form Facial Ekspression*. Cambridge: Malor Books.
- Emzir. 2010. *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: PT Raja Grafindo Persada.
- Ghony, M. Djunaidi & Fauzan Almanshur. 2012. *Metode Penelitian Kualitatif*. Jogjakarta: Ar-Ruzz Media.
- Hidayat, dkk. 2006. *Bimbingan Anak Berkebutuhan Khusus*. Bandung: UPI Press.
- Henry H, Calero. 2005. *The Power of Nonverbal Communication: How You Act is More Important Than What You Say*. Los Angeles CA: Silver Lake Publishing.
- Kasihati, Ida. 2008. *Wacana Pendidikan Politik Dalam Film “Gie” (Analisis Semiotik Konstruktivisme)*. (Thesis). Surakarta: Muhammadiyah University.

- K. Guerrero, Laura. 2008. *Nonverbal Communication in Close Relationships*. London: Lawrence Erlbaum Associates, Inc.,
- Lanniari, A.H.S.B. 2007. "Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas (Studi Deskriptif dengan Data Kualitatif Mengenai Pesan Nonverbal dalam Proses Pembelajaran Anak Retardasi Mental Ringan di Kelas di SLB C YPLB Cipaganti)". (Thesis). Bandung: Islamic University
- Latief, Mohammad Adnan. 2014. *Research Methods on Language An Introduction*. (2nd Ed.). Malang: UM Press.
- Levine, Deena R. and Mara B. Adelman. 1993. *Beyond Language: Cross Cultural Communication*. USA: Prebttic-Hall, Inc.
- M.Rogers, Everett and Rekha Agarwala. 1996. *Communicatons in Organizaton*. New York: The Free Press.
- Metode *Pengajaran Bahasa Bagi Anak Tunarungu, Pusat Studi Individu Berkebutuhan Khusus*: Universitas Sanata Dharma Yogyakarta, (online) <https://psibkusd.wordpress.com> accessed at July, 18th 2017 at 14.46 WIB.
- Mulyana, Deddy. 2007. *Ilmu Komunikasi Sebagai Pengantar*. Bandung: PT Remaja Rosdakarya.
- _____. 2008. *Human Communication*. Bandung: PT. Remaja Rosdakarya.
- Mulyani, Wini. 2011. *Implementasi Komunikasi Verbal dan Nonverbal Dalam Menghafal Juz Amma di PAUD Bait Qurany Ciputat*. (Thesis). Islamic State Syarif Hidayatullah University: Jakarta.
- Niemann, Sandy. 2004. *Helping Children Who Are Deaf: Family and Community Support for Children Who Do Not Hear Well*. USA: The Hesperien foundation.
- Ola Duli, Engelbertus. 2015. *Komunikasi Nonverbal Anak Autis Di Sekolah Luar Biasa (SLB) Pembina Provinsi Kalimantan Timur Di Kota Samarinda*. (Journal). Mulawarman University: Samarida.
- Pearson, Judy. 2003. *Human Communication*. New York: Mc Graw Hill Companies.
- Pease, Allan. 1981. *Body Language: How to Read Other's Thought by Their Gesture*. London: Sheldon Press.

- Rizqa Febrina, Hafiza. 2015. *Penggunaan Bahasa Isyarat Sebagai Komunikasi (Studi Efektifitas Komunikasi Nonverbal dan Nonvokal Pada Siaran Berita TVRI Nasional Terhadap Penyandang Tuna Rungu SLB PGRI Minggir, Sleman, Yogyakarta)*. (Thesis) Sunan Kalijogo Islamic State University:Yogyakarta.
- Smith, David D. 2013. *Sekolah Inklusif; Konsep dan Penerapan Pembelajaran*, ed. Mohammad Sugiarmun and MIF Baihaqi. Bandung: Nuansa Cendekia.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sunardi. 2010. *Kurikulum Pendidikan luar Biasa di Indonesia Dari Masa Ke Masa*. Pusat Kurikulum Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional.
- Tubbs, Stewart L. and Sylvia Moss, Ed. *Deddy Mulyana, Human Communication; Prinsip-Prinsip Dasar*. 2008. Bandung: PT. Remaja Rosdakarya.
- Tuslina, Tina. "Perkembangan Pendidikan Anak Berkebutuhan Khusus di Indonesia". Kompasiana. June 25th, 2015. (online). <http://m.kompasiana.com>. Accessed at May 25th, 2017. at 3.42 pm.
- Undang-Undang No. 20 Pasal 32 Tahun 2003 tentang Sistem Pendidikan Nasional
- Yin, Robert K. 2012. *Qualitative Research From Start to Finish*. New york: The Guilford Press
- Wahyuni, Sari. 2012. *Qualitative Research Method: Theory and Practice*. Jakarta: Salemba Empat.
- <http://www.wordsandquotes.com/quote/in-human-intercourse-the-tragedy-begins-not-when-henry-david-thoreau-4912> accessed at February, 7th 2018 at 3.43 am.



