

A Sociolinguistic Study : Language Use Of Students With The Special Need In English Language Pedagogy

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Abstract. Research on language pedagogical process and students with the special needs is an interesting discussion. Due to the importance of the use of language, this paper sheds to describe the language use of deaf learners in English language pedagogy. The study was qualitative in nature. The data collected through observation, interview, and documentation. The findings reveal that children with disabilities need lifetime support while dealing with their everyday activities such as the school activities that have special attentions and services from their teachers. Gesture language is the preferable language which is used in the process. Besides, the lack of vocabularies affect the process of learning English for deaf learners. Moreover, to draw students' attention, the teachers have to teach clearly in details by using language that all learners understand.

Keywords: learners with the special needs, deaf children, language use

INTRODUCTION

Indonesia is a multicultural country. They speak not only Indonesian language as a national language, but also speak a local language as their mother tongue. Wati (2019) utters that local people in Indonesia usually make communication by using their local language most of their daily activities, such as Sundanese community in Priangan Timur familiarise for a daily communication by using Sundanese. Mulyanah (2018) further explains that local language has various dialect spoken by the local people. It can be concluded that most of local community like speaking in their local languages, but some of them habitually use Indonesian language. In the growth of English use, as stated by Albalawi (2014), at the present time learning English is one of the needed capability required for various aims, such as self-development, travelling abroad, job requirements, and resuming higher studies.

In most countries in the worlds like Indonesia, English language has been recently growing as a major foreign language in schools (Alzahrani : 2018). English language has the important part for communication in society that can bridge between two persons who make an international communication. As the importance of language, House (2007) utters that language itself is intimately link with culture. It means that to understand the language, people as human beings have to link the language with reference to the cultural context. In the line with the explanation, when making communication by using a language, speakers have to understand the culture of the language. In reality, the multicultural speakers use a language which is quite mastered by them from many languages learned. The language use plays an important role in English teaching learning.

Nowadays, a research of language use is getting much attention. It can be seen from many research that were conducted by many scholars, such as a research of the use of language in primary schools in Papua New Guinea by Malone (2011), in Malaysia by Ariffin (2011), in Korea by Jegede (2012), in Central Java, Indonesia by Saddhono and Rohmadi (2014). The researches results reveal that internal and external factors influence the phenomenon of society's language use in a learning process. The study of a language use itself is getting much thoughtfulness these days, especially in multicultural community. This phenomenon has been conducted by Saddhono and Rohmadi in 2014. The research result reveals that a mother tongue plays a dominant language in Surakarta,

Central Java. It is like what happens in Yogyakarta. Javanese language is a dominant language used as their mother tongue. The study of language use can be also correlated to foreign language pedagogy. However, a language plays an important role in foreign language pedagogy, especially in Disable School (SLB). In language pedagogical process, a teacher should be competent to accomplish learning goals with an efficient learning process (Ntinda, Thwala & Tfusi, 2019). It means that the role of the teacher is vital in the process.

Research on language pedagogical process and students with the special needs is getting much attention since learning English for all educational levels is important. People believe that learning English can help to make a real connection with other people. The phenomenon of language use and language pedagogical process of students with the special needs is still limited. As a big country with a big multicultural community, the study of language use plays a significant part in a Sociolinguistics research. Therefore, this research will reveal the phenomenon of the language use of students with the special need in English language pedagogical process.

RESEARCH METHOD

This research was conducted in Disable School (SLB) Islam Qothrunnada Yogyakarta, Indonesia. The study was based on the data collection in 2021. The subject of the research was deaf students in Disable School (SLB) Islam Qothrunnada Yogyakarta. The researcher took naturalistic sampling with a number of 7 respondents from deaf class in the Disable School (SLB). This study employed a descriptive qualitative research. The data are collected from questioners, observations, and in-depth interviews. The respondents were chosen based on several categories to reveal deeply results of this research. The respondents were continually given closed-ended questionnaires. Besides, the researcher also conducted interviews to two teachers who taught the respondents in this research to reveal their language use in the pedagogical process. It was followed by observations conducted in the classes. The data collected was analysed by using the analytical model proposed by Miles and Huberman (2014) which consists of three main activities that are data reduction (data reduction), data presentation (data display), and conclusion drawing/verification (conclusion drawing).

RESULT AND ANALYSIS

Here is the section of research findings. This research findings reveal the phenomenon of the language use of students with the special need, especially the deaf students, in English language pedagogical process. The findings refer to the following research questions.

3.1. Language Use of Indonesian Language in English Language Pedagogy

The result of research on language use of students with the special need, especially the deaf students, in English language pedagogical process is follow.

Most of students as the respondents in this research use Indonesian language by using their sign language in their communication when learning English in the class. To make the research result in clearly understanding, all the end of the questionnaires, interview, and observation were provided. Questionnaire participants were asked to provide their contact information if they would like to participate in follow-up interviews. Besides, observations also conducted in this research. The information of Indonesian languages by using their sign language use in English learning pedagogy was clearly captured. In English learning pedagogy, the learners and teachers also used Indonesian language as the preferable language which is used in the process. In actual fact, the use of Indonesian language is affected by many factors in classroom pedagogy process.

Based on the findings above, there are additionally various factors behind why students used Indonesian language in English learning process. It was captured clearly that students understand Indonesian language, and the teachers had to make the learners better understand in the learning pedagogy process by using the national language in Indonesia. Besides, the learners were

still lack of English language vocabulary, hence the teachers had to use Indonesian language to teach them in pronunciation and the meaning of each word.

3.2. Language Use of a Foreign Language in English Language Pedagogy

In general, the language use of English language in English pedagogy process reached only less. It means that most of the students prefer using their national language to using English, even in English pedagogy process. The students usually use some simple phrases when they really understand after many times they had listened the words familiarly in their conversation in their classes. In this research findings, the result of research reveals that

CONCLUSION

According to the discussion, it can be concluded that the use of Indonesian language of the students with the special need is still more noticeable than the use of English in the learning process in Disable School (SLB) Islam Qothrunnada Yogyakarta. It was since the language use was affected by Indonesian language as a national language used by the respondents in daily activities. It happened because of various factors, such as the lack of knowledge. The lack of knowledge actually happened because there was no common habit to speak English. It was getting more difficult to speak English even in English pedagogy process. Indonesian language is the preferable languages used in the learning process. From all the factors, the main factors is because students' lack of English language vocabulary. This study is about an effort to investigate the phenomenon of the language use of students with the special need in English language pedagogical process. This research can be developed in the larger area. Moreover, the other researchers also can conduct language use within a longer time frame in order to capture any change in language use.

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