

# Sign Language for Learning The Pronunciation of the Qur'an

## An Effort to Compile and Implement a Sign Language System to Help Blind People Learn to Read the Qur'an Correctly

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**Abstract**—This article discussed a study conducted as an effort to overcome problems experienced by blind people in pronouncing makhārijul ḥurūf, which was due to the lack of adequate learning media to describe the position of the tongue, in learning to read the Qur'an. The study was conducted using a classroom action research (CAR), which involved the preparation of three-dimensional learning media in the form of hand sign-language system. Teaching using the hand sign language system was proven to help blind people in mastering the makhārijul ḥurūf in learning to read the Qur'an correctly.

**Keywords**— *makhārijul ḥurūf; CAR; hand sign-language.*

### I. INTRODUCTION

Like normal people, blind people have the need to learn and go to school to develop their potentials. Blindness results limitations in learning. Blind people experience difficulties in the process of forming concepts against stimuli or objects that are outside themselves that are not obtained in their entirety. This inequality is caused by blind people not having the impression, perception, understanding, memory and visual understanding of the object being observed [1].

According to Lowenfeld, blindness can result in three limitations, namely: (1) breadth and diversity of experience or concept, (2) ability to move, and (3) control over and interaction with the environment [2]. To minimize these limitations, blind people need special skills namely orientation and mobility (O&M) skills. Hill and Blasch classify the types of concepts, especially those needed for O & M skills into three broad categories, namely body concepts, spatial concepts, and environmental concepts [3].

Difficulties in the visually impaired in the process of forming a complete concept, making it difficult to learn, difficult to describe, difficult to understand, and eventually become bored and desperate to learn. The ability of blind people can be developed in various ways, by overcoming the problems they face. To overcome these problems, one way is to use learning media. One of the main alternatives of learning media that can be used in learning to read the Qur'an is a three-dimensional learning media. According to Sudjana, three-dimensional learning media is a three-dimensional

imitation of several real objects [4]. This media can overcome the limitations of space and time, allowing blind students to gain learning experience and be able to develop concepts well. Three-dimensional learning media can be in the form of real objects, models, puppets and others [5]. Based on the model and its use, three-dimensional learning media can be divided into five types, namely: solid models, cross-sectional models, work models, mocks-ups, and dioramas, where each of the five models has its own characteristics, functions and benefits [4].

The Qur'an is the holy book of Muslims, therefore every Muslim is required to be able to read the Qur'an. In learning the Qur'an, there are three fields of learning material that must be mastered well, namely: *tahfīz*, *tajwid*, and *fasāḥah-adāb* [6]. And one of the materials covered in the field of *tajwid* is *makhārijul ḥurūf* (the place where the letter is issued). *makhārijul ḥurūf* is related to sound differences, pronunciation, or speech. There are several opinions regarding the number of *makhārijul*. However, these various *makhārijul* can be grouped into five, namely: *al-jauf* (oral cavity), *al-halq* (throat), *al-lisan* (tongue), *asy-syafatah* (lips), and *al-khaysyum* (nasal cavity)

The use of hand media in learning to read the Koran is intended as a tool to describe the position of the mouth organ when pronouncing each letter hijaiyah, especially in the pronunciation of *makhārijul ḥurūf*. The benefits of the hand media for learning to read the Qur'an devoted to the practice of *makhārijul-ḥurūf* are as follows:

- Provide an illustration or a clear picture related to the position of the tongue when pronouncing each letter hijaiyah
- Is an alternative media that can increase students' interest in learning to read the Qur'an

Fig. I is an example illustration of a hand tool that shows the position of the tongue in the pronunciation of the letters Jim (جيم), Syin (سين) and Ya' (ياء), while Fig. II is an example of an illustration showing the position of the tongue when pronouncing the letter Ra' (راء) and Nun (نون).

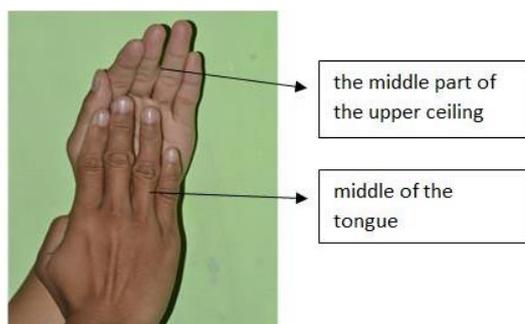


Fig. 1. Illustration of a hand tool

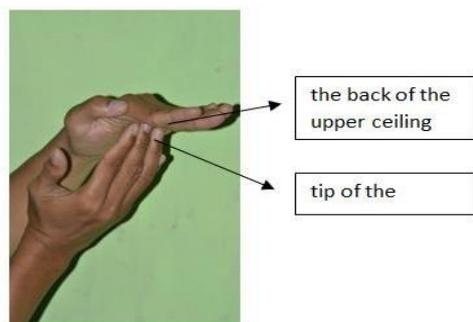


Fig. 2. Illustration of a hand tool

## II. METHOD

This research was conducted using a Class Action Research approach, in the form of a cycle consisting of problem identification, action plan, implementation, evaluation, and reflection. The number of cycles passed depends on the research interests and the extent to which the problem is resolved.

### A. Participants

This research was carried out in the Blind Children Welfare Foundation (YKAB) Surakarta, which at the Cokro Aminoto 43, Jagalan, Jebres, Surakarta, Indonesia. The study was conducted for 5 months, from September 2012 - January 2013.

Participants involved in the study were teachers at YKAB Surakarta as executors of the action, and five senior high school blind students at YKAB Surakarta as recipients of the action.

### B. Design

This research was carried out in two cycles, each of which consisted of several stages of activities: planning, acting, observing, analyzing and reflecting. The following are the activities in the first cycle in details.

#### 1) Planning stage

At this stage consists of activities: Analyzing Basic Competency and Competency Standards; Creating a Learning Implementation Plan that will be implemented

using three-dimensional learning media, namely the hand sign language system; Analyze and formulate problems; Creating an evaluation system; Prepare research instruments. This stage includes conducting discussions with upper class teaching teachers for observation planning.

#### 2) Observation stage

This stage is carried out to interpret the activities of the application of three-dimensional learning media in the learning process of reading the Qur'an, especially in the emphasis on the implementation of *makhārijul-ūurūf* and on the results of the ability to read the Qur'an that has been carried out in order to obtain data relating to the advantages and disadvantages of the application of the first action.

#### 3) Implementation stage

This stage is carried out by implementing a learning scenario according to the plan. There are two meetings, with an allocation of ninety minutes each. Implement learning by applying three-dimensional learning media. This stage is carried out in conjunction with the observation phase of the implementation of the actions taken.

#### 4) Analysis stage

At this stage an analysis and reflection is carried out on the implementation of the observed actions. There will be various things that are already good and need to be maintained, as well as those that are not optimal and need improvement in the next implementation.

The second cycle is carried out with the same stages as in the first cycle, but is preceded by re-planning based on the results obtained in the first cycle (analysis and reflection stages). Thus, weaknesses or shortcomings that occur in the first cycle will not occur again in the second cycle.

### C. Measure

Indicators of the results of the actions in this study are as follows:

1) Improvement of affective aspects in the learning process, through indicators:

- The activeness of students during learning.
- The enthusiasm of students in practicing *makhārijul-ḥurūf*.
- The ability of students to describe the position of the tongue, when they pronounce the *makhārijul-ḥurūf*.

2) Improvement of cognitive aspects of learning outcomes, through indicators of increasing the ability to read the Qur'an correctly, especially in the pronunciation of *makhārijul-ḥurūf*. The indicator is obtained from the *makhārijul-ḥurūf* pronunciation test score.

## III. RESULT AND DISCUSSION

### A. Initial Conditions

The initial condition in learning to read the Qur'an used the lecture method and the question-and-answer method. Besides that, it also did not use instructional media that could

support to describe the position of the tongue when completing each letter.

Such learning systems have an impact on the low enthusiasm of learning for students. The grades obtained by students were also still below the minimum completeness criteria. It could be seen from the results of the formative tests obtained by the students in learning to read the Qur'an in the pronunciation of *makhārijul hurūf*, as presented in Table I.

TABLE I. INITIAL ACHIEVEMENT

Student	Grade	Certification	
		Complete	Not complete
1	55		√
2	60		√
3	70	√	
4	60		√
5	65		√
Average	62	20%	80%

### B. Planning Stage

In this planning activity the things that need to be done were as follows:

- Researchers and teachers' lesson plan learning activities to read Al-Qur'an with Competency Standards: Understanding about recitation, Basic Competency: Explaining the knowledge of recitation and its sub-subjects. Indicator: Explain the notion of Tajweed science, explain the purpose of studying Tajweed, explain the legal basis of learning the recitation of the Qur'an, explain the meaning of *Makhārijul-ūurūf*, and explain the places where letters are issued.
- Researchers and teachers design learning scenarios to read the Qur'an by applying three-dimensional learning media (hand media) in three steps: initial activities, core activities, and final activities.
- Researchers and teachers prepare learning resources used in learning.

### C. Implementation Stage

The implementation of the action in the first cycle of the teacher explains the science of recitation, the purpose of learning Tajweed, the legal basis of studying the recitation of the Qur'an, the understanding of *makhārijul hurūf*, and the places where letters were issued. In explaining the material, the teacher also conducted question and answer with the students. After that, the teacher patiently trained the students to complete each letter properly and correctly by applying three-dimensional learning media (hand media). Such activities were carried out in two meetings. In the final activity, the teacher conducted evaluations in the form of written tests and oral tests.

### D. Observation Stage

There was an increase in students' enthusiasm in participating in learning activities. In other words, actions which were the implementation of planning in the first cycle could improve the learning process of the students.

Student learning outcomes after learning in the first cycle as presented in Table II.

TABLE II. ACHIEVEMENT AFTER FIRST CYCLE

Student	Grade	Certification	
		Complete	Not complete
1	65		√
2	70	√	
3	80	√	
4	65		√
5	75	√	
Average	71	60%	40%

### E. Analysis and Reflection

Analysis of the results of observations on the implementation of the actions in the first cycle, we analyzed and tried to explore the causes and formulate the follow-up as follows. There were still some deficiencies which have an impact on the non-optimal process and learning outcomes in the learning process in the first cycle. These deficiencies included:

- Teachers have not been able to create learning situations that support students to be active, concentrate, and motivated to learn. The teacher has not been able to manage the class well. The teacher has not maximized the method of demonstration or practice which can hone the ability of the students in reciting *makhārijul-hurūf*. To overcome these problems was necessary to make efforts to improve the ability of teachers in teaching techniques, classroom management, and the use of demonstration methods in teaching.
- Students often showed a lack of attention, namely by talking to themselves with fellow students, when the teacher explained. To overcome these problems, the teacher must take firm action when learning and the teacher must interact a lot with the students.
- In general students have not been maximized in mastering the position of the tongue. One of the reasons, based on observations, was that the teacher has not fully mastered the operating technique of three-dimensional learning media (hand media) so that it can affect their ability to implement *makhārijul-ūurūf*. To overcome this problem was needed to be improved in the second cycle by providing more training to the teacher about the techniques of operating three-dimensional learning media (hand media), especially in describing the position of the tongue.

The implementation of the second cycle was a follow-up to the results of the analysis and reflection in the first cycle. At the end of the second cycle there was an increase, both in the learning process and in learning outcomes. Learning outcomes after the second cycle were presented in Table III.

TABLE III. ACHIEVEMENT AFTER SECOND CYCLE

Student	Grade	Certification	
		Complete	Not complete
1	70		√
2	75	√	
3	85	√	
4	75	√	
5	80	√	
Average	77	80%	20%

#### IV. CONCLUSION

Based on data analysis and discussion, it can be concluded that through CAR, learning by applying three-dimensional learning media (hand media) can improve the ability to practice makhārijul-ūurūf in blind students at YKAB Surakarta. The application of three-dimensional learning media (hand media) can improve students' ability to recite makhārijul ḥurūf, increase student participation in learning activities, and improve student learning outcomes in

each cycle. The improvement in learning outcomes is proven by the value before being given an action namely the number of students who completed only 1 student (20%), then after the first cycle increased to 3 students (60%) and after the second cycle increased to 4 students (80%). A significant improvement also occurs in the affective aspect.

#### V. ACKNOWLEDGMENT

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