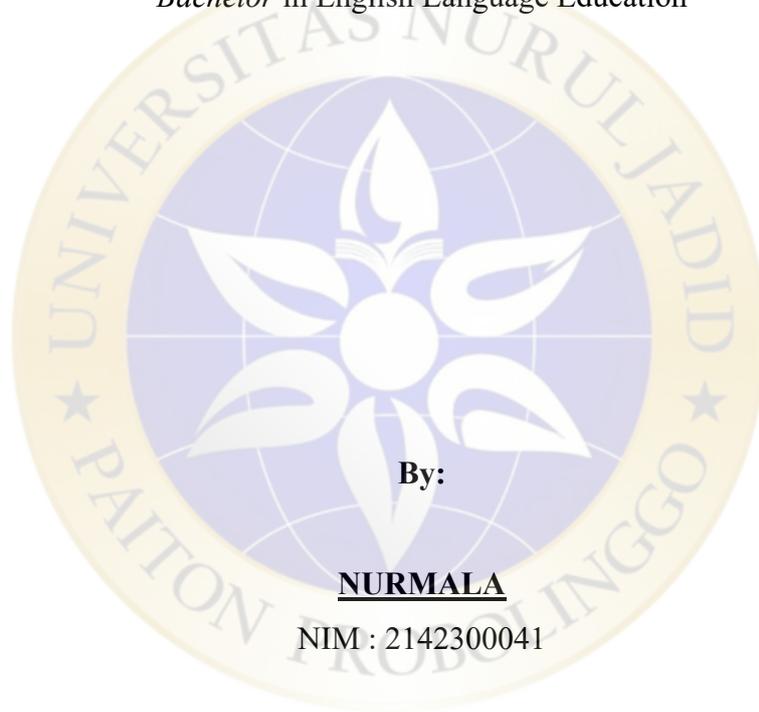


**IDENTITY CONSTRUCTION AND CLASSROOM PARTICIPATION OF
AN EFL STUDENT WITH A HEARING IMPAIRMENT IN AN ISLAMIC-
BASED SCHOOL**

Skripsi

Presented to
Undergraduate Program
English Education Program
Universitas Nurul Jadid
in partial fulfillment of the requirements for the degree of
Bachelor in English Language Education



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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pembimbing ,



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MOTTO AND DEDICATION

**“EVERY SUCCESS HAS A PROCESS, EVERY ACHIEVEMENT HAS A
PATH. DON’T ARGUE, JUST FOLLOW THE JOURNEY”**

THIS SKRIPSI IS DEDICATION FOR:

- 1. MY BELOVED PARENTS**
- 2. MY BELOVED FAMILIES**



ABSTRACT

Nurmala.2025. *Identity Construction and Classroom Participation of an EFL Student with a Hearing Impairment in an Islamic Based-School.*
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Keywords: classroom participation, EFL student, hearing impairment, identity construction, Islamic-based School context

While studies on identity construction and classroom participation among English as a Foreign Language (EFL) learners are abundant, limited attention has been given to how students with hearing impairments experience these processes within religious educational contexts. Addressing this gap, the study explored how an Indonesian female EFL student with a hearing impairment constructed her identity and participated in classroom learning in an Islamic-based school. Drawing on data from in-depth semi-structured interviews, the study employed Braun and Clarke's (2006) thematic analysis to interpret the participant's lived experiences.

The findings reveal that the participant's identity developed through a series of stages: the orientation, the adjustment, the difficulty, the settlement, and identity development. Her identity construction was shaped by emotional resilience, religious values, and strong support from family, peers, and teachers. In parallel, her classroom participation evolved from passive observation to active involvement through adaptive strategies, such as preparing questions and engaging in peer interaction.

This study illustrated how identity construction and classroom participation are intertwined, particularly for students with disabilities navigating inclusive learning environments. It also underscored the importance of culturally and religiously responsive support systems in fostering self-growth and academic among marginalized learners.

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I know, I am just human being. I realize that this *skripsi* is far from the perfection. Hence, I warmly welcome and appreciate many corrections, suggestions

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The researcher

Nurmala



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