

Chapter One

Introduction

In this chapter, the researcher provides information regarding the background of the study, statement of the problems, delimitation of the research, researcher questions, purposes of the research, and the significances of the research. Then, this information will be explained as the general information.

Background of the Problem

All students can learn English, including those students who lack physical and intellectual abilities. It has been explained in the opening of the Indonesian Constitution, the 1945 Constitution, in the fourth paragraph that one of the national goals is to educate the nation's life. Then, the 1945 Constitution also provided a special clause that discussed the education on article 31 paragraph 1 stating that "Every citizen is eligible for education" and article 28 C paragraph 1, which states that "Everyone has the right to develop himself/herself through the fulfillment of basic needs, to be entitled to education and to obtain benefits from science, technology, art, culture, and to improve the utility of lives and the welfare of humanity. These two strong bases explicitly mention that in Indonesia, education is the right of every citizen without exception.

On the other hand, the non-special need students refer to students who do not have the mental and physical obstacles to attend educational processes. They are normal students without any special-needs to join the teaching and learning processes in the classroom activities. According to Kosasih (2012) students can be divided into two types: special-need students and non-special need students. The

special-need students are students who possess physical and mental obstacles to follow the educational processes due to their special-needs or characteristics compared to other students. This type of students is also called disabled students or students with disability. Students with disabilities are those who have limited physical, mental, and intellectual capacities to do any kinds of activities. Frances and Silvers (2016) mentions that “disability” means, with respect to an individual (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.”

Students with special needs are children with special characteristics and classifications that different from children in general, this difference indicates mental, emotional, and physical disabilities. Support from Atmaja (2017) stated that the special-need students have three classifications. The first classification is students with physical abnormalities. The physical abnormalities refer to physical and bodily function that cannot carry out its duties normally. This type of abnormalities includes (a) physical senses which includes the senses of hearing (*hearing impairment*), senses of sight (*visual impairment*), and abnormalities in the speech (*speech impairment*); (b) motoric senses, caused by muscles and bones, brain nervous system, imperfect growth for example born without legs or arms, amputation, paralysis, etc. The second classification is students with mental disorders. These types of students have deviations of the ability to think critically, logically in response to the world. The students with mental disorder includes (a) students who can learn quickly (*rapid learner*), (b) talented kid (*gifted*), and (c)

genius child (*extremely gifted*). The last classification is students with social behavior disorder. These students have difficulties to adjust to the environment and social norms. For example, students with excessive compensation are the ones who often clash with the environment and legal customers

Individuals that have hearing limitation are called the hearing-impaired persons. According to Sadjah (2005) these persons have the two categories of the hearing, namely deaf hearing and hardship of hearing. The deaf hearing refers to persons who lose their hearing. It means that they cannot hear anything. Meanwhile, the hardship of hearing refers to the persons who lack hearing. They still can hear but their hearing is very limited. For communication with hearing-impaired persons, people should use sign language. Dermawan (2013) mentioned that hearing-impaired persons can be identified from their inability to hear, late language development, frequent uses of gestures, less/unresponsiveness when speaking, speaking unclear words, and strange/monotonous sound quality. These persons often tilt the head in the listening effort, pay much attention to vibration, exit pus from both ears, and possess ear organist disorders.

One of the important parts for special needs students is to learn the English language, as they are also required to learn English when they go to schools. Moreover, the current information and technological developments necessitate everyone to learn English as the foundation to prepare the future. In this respect, special needs students need to obtain the kind of education that is same as normal students, including in learning English.

Effective education is an education that allows learners to learn easily, have fun, and achieve their expectations. Educators such as lecturers, teachers, instructors, and trainers are required to increase the effectiveness of learning so that learning can be useful for learners. Rao (2014) stated that to achieve effective education, teaching media are needed in educational setting to complement in the teaching and learning processes. By using teaching media, English teachers can teach better and more effectively and also enhance the students' ability to understand and experiment with the language. Moreover, teaching media can act as the facilitator in the teaching and learning process.

Additionally, when teachers use such teaching media, teacher can activate students to speak not only one way, but they can be more interactive. Permana (2014) as cited in Zahroh, et al (2017) stated that teachers can accommodate certain teaching media. They can be interactive or visual media. Interactive teaching media are the tools to get information that can automatically provide the back responses to the students. Using such media, teachers can arrange the class so that students are more active and feel more comfortable. Interactive media can facilitate to develop classroom activities so that the materials can be better delivered to students. Dealing with visual media, Zahroh, et al (2017) also stated that using visual media for hearing-impaired students can help in the teaching and learning processes. Visual media can be in the form of software or other interesting applications. Paradina & Hastuti (2017) mentioned that in educations

services for hearing-impaired students, the use of images and video is very helpful to explain to intent and delivering the purpose of the material.

Hearing-impaired students as special need learners require special treatment in the processes of teaching and learning English. Teaching media comprise the tools that can facilitate learners to learn. Teachers should then determine what teaching media to use or apply based on the students' need and give them special treatments. The researcher is interested to investigate more about the English teaching media for hearing-impaired students.

Statement of the Problem

Teaching media are the media aids for conveying information to students that can help improve student learning achievement. Teaching media can improve learning processes and outcomes. In addition, Arsyad (2011) stated that teaching media can increase and direct the attention of students so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to learn independently according to their abilities and interests. In providing teaching media, it must be in accordance the students with special needs in accordance with the characteristics of students; one of the students with special needs is a hearing impaired student.

Hearing impaired students have limitations in speaking and listening, so students who are deaf in learning have difficulty receiving information that has an impact on student learning outcomes. Cosden and McNamara, (1997); Murray et al., (2000) as cited in Heiman and Precel (2003) Students in special schools

indicate low academic achievements as seen in their low test scores due to their learning disabilities and their weak learning absorption. This fact signifies that issues exist in the teaching learning processes in the special schools. Of that situation, the hearing impaired students needed a teaching media which can easier in understanding the material, thus it can improve their achievement.

To solve the issues in teaching hearing-impaired students, investigation on the use of teaching media by the teachers are necessarily conducted. According to Tafani (2009) teaching media can provide teachers and students creative and practical ideas. The study may contribute to the success of the students in learning and the success of the implementation of the curriculum in the schools. Besides, identifying the proper factual uses of teaching media can facilitate teachers to choose media properly and match them to the materials being taught. Moreover, this study may also inform stakeholders to inspect real problems taking place in the uses of teaching media to teach English.

Delimitation of the Problem

Based on the statements of the problem above, teaching media is important also necessary to use for the students to improve student' understanding. Besides in this study, the teaching media the focus on teaching media for hearing impaired students. Because, the hearing impaired students they are limited by hearing and superior in the sense of sight.

Regarding the problem of this study, the researcher focuses on an explore broadly about the using teaching media used to teach English to hearing impaired

students. Moreover, the researcher find out the strength and weakness of using teaching media used to teach English for hearing impaired students. The significant reason behind this decision is because the researcher focuses on the teacher point of view as the person. To collect the data the researcher did interview with two teachers from two different schools for special need students

Research Question

Based on the background and statements of the problems, the research questions are:

1. What are the teaching media used to teach English to hearing-impaired students for junior high school at a school for special needs?
2. What are the strengths and weaknesses of using teaching media to teach English to hearing-impaired students for junior high school at a school for special needs?

Purpose of the Research

Based on the research questions, the purposes of the study are:

1. To find out the teaching media used to teach English to hearing-impaired students for junior high school at a school for special needs
2. To find out the strengths and weaknesses of teaching media used to teach English to hearing-impaired students for junior high school at a school for special needs

Significance of the Research

This current study is expected to be beneficial for:

The researcher. This study can give the researcher better understanding about the teaching English to hearing-impaired students. Such understanding can be used by the researcher to conduct further researches on the subjects of teaching English to hearing-impaired students.

The teachers. The finding of this study can inform teachers to implement suitable teaching media for their students. Teacher may also take an inspiration of the results of the study to combine some teaching strategies to results in the best teaching learning process for their classroom learning activities. Other than that, teachers may also get benefits of knowing the strengths and weaknesses also kind of teaching media used to teach English for hearing-impaired students with which they may avoid them in their teaching and learning processes.

The Students. The findings of can be new knowledge and also guidelines for the students' when learning English using teaching media. Also, the students especially hearing impaired student knowing kind of the teaching media that they can use all the varieties of teaching media for learning English.

Other researchers. Other researchers can take benefits from this study by using the results of this study as a reference for further researches. By doing so, they can have a clear direction to carry out their study and focus on the matter that attract them most.

The school. It is expected that this research can be a reference of improvement in the preparation or facilities to support teaching and learning activities for the hearing-impaired students. Also can fulfill the facilities from their school, then can find the other media in order to help the students in learning.