

Chapter One

Introduction

This chapter covers description of the research. There are several important points mentioned in this chapter. The first one is background of the study that discusses information about the topic and why the topic is worth researching. Then, the second one is identification of the problems related to the topic. The third is delimitation of the problem that focuses on the parts being researched. Fourth, research questions present the things sought to answer through research. The fifth is research objectives which state the goals to be achieved. The sixth is significance of the research which provides an explanation of the benefits of research. The last one is organization of the chapters which explains the systematic reporting of the research.

Background of the Research

Schools in Indonesia set English as a compulsory subject. Because English is an international language, students are required to be able to speak English in order to communicate with the world. Not only that, being able to speak English is also a mandatory requirement in large companies. Therefore, English plays an important role in everything. Starting from elementary school to high school, students are expected to be able to practice it. This also applies to students in special schools. Even though they have special needs, this school also teaches English with applicable regulations according to special needs of the students.

The general definition of School for Students with Special Needs is an institution that provides a forum that organizes special education for children with

special needs. School for Students with Special Needs is education for everyone who has learning difficulties due to physical, mental and emotional disorders (Khikmawati et al., 2020). Programmed class types consist of six types. Type A/visual impairments, type B/hearing impairments, type C/intellectual disabilities, type D/orthopedic impairment, type E/unsociable, and type G/multiple disabilities.

One of the six type is hearing impairments. Students with hearing impairment are students who have a hearing loss, either whose hearing is lost or whose hearing is impaired. According to Nofiaturrahmah (2018), people with hearing impairments have lost their ability to hear, either complete hearing loss, or in many cases deaf individuals still have residual voice and weak in hearing. Students with hearing impairments certainly have problems that occur when they learn English as their foreign language. In learning, students with hearing impairment learn visually. In many cases in special schools, students with hearing impairment are able to learn speaking, listening, and reading skills using residual voice and weak hearing.

To meet the Indonesian Government Curriculum requirement, at a School for Students with Special Needs in Cilacap, English is taught twice a week at all grade of junior and high school. As English vocabulary is also often applied in the students' surrounding especially when dealing with science and technology as well as international matters, students with hearing impairment are also taught English at school. This is because in the future they will also be in the environment and circumstances just like normal individuals. Then, because

English is a foreign language, the students with hearing impairments who have never heard the language will highly face problems. Teachers are required to have certain believe and skills in teaching those students.

The researcher is interested in researching this study because the curriculum in Indonesia involves learning English for students with special needs at the junior and senior high school levels to make education equal in Indonesia. As stated in UU no. 20 of 2003 Chapter IV article 5 (2), "Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education". Furthermore, the policy is to succeed the Sustainable Development Goals (SDGs), especially the fourth point, that is education equality.

Identification of the Problem

The first problem is students with hearing impairment have speech impairments and are referred to as speech impaired as a result of their hearing impairment. Students with hearing impairment then learn visually. They learn through the videos and books provided. Therefore, they must be good at memorizing words and pictures.

The second problem is students with hearing impairment have more difficulties in understanding the words and sentences because English as a foreign language for them. This also become a problem and a challenge to teach them English. Because even though they have limitations, they still have to understand English. This is where teachers and schools attempt to provide an effective way for students to easily learn English.

The third problem is student habits and interests. Students with hearing have a bad habit of repeating language material. This is because of their shortcomings in making sentences that are not systematically arranged. Teachers and schools have tried to find effective teaching methods to make it easier for students to learn. According to Prasetyo (2017), “In the educational process, both within the family and the community, but especially in schools, primary problem is the interest of students to learn” (p. 26).

The fourth problem is a pandemic situation where teaching and learning activities switch into online and require students with hearing impairment to be able to use gadgets and technology. The use of English is often found in gadgets and technology. For example, in the zoom learning application, where the original menu uses English.

The researcher is interested in investigating the teachers’ perception on the importance of teaching and learning English for students with hearing impairment and the way the teachers teach English for students with hearing impairment.

Delimitation of the Problem

Based on the problems that occur when students with hearing impairments learn English, this study only focuses on the point of view of the teachers on the importance of teaching and learning English for students with hearing impairment. It also focuses on the way teachers teach English for students with hearing impairment.

The study was conducted at a School for Students with Special Needs in Cilacap using qualitative approach. In this study, students with hearing

impairment in this school still have the rest of their voice and have low hearing.

Therefore, learning English at the school includes all skills.

Research Question

There are two research questions in this study:

1. How do the teachers perceive on the importance of teaching and learning English for students with hearing impairment?
2. What are the teachers' strategies to teach English for students with hearing impairment?

Objective of the Study

The purpose of this study is based on the research questions that are to find out the point of view of the teachers on the importance of teaching and learning English for students with hearing impairment. In addition, this study aims to find out the way teachers teach English for students with hearing impairment.

Significance of the Research

This qualitative study of Teachers' Perception on Teaching English for Hearing Impairment Students hopefully gives some contributions to teachers and other researchers.

For teachers, the result of this research is expected to provide reference for teachers about the teacher's perception on the importance of learning English for students with hearing impairment. The findings of this study are expected to inspire teacher in applying strategies in seeking and maximizing the way of teaching English to students with hearing impairments. From the study, those who

teach students with hearing impairment are expected to be more motivated and improve learning English methods.

For other researchers, it is expected that this study can be used as a reference when they intend to conduct similar research. The findings of this research are hopefully can be used as the basic information on the teachers' perception on the importance of learning English for the students with hearing impairment as well as the teachers' strategies in teaching English.

Organization of the Chapters

This section provides an outline by briefly presenting information about the chapters written in the research. The first chapter describes the introduction of this research and contains several sub-chapters. The first is the background of the study. The researcher intended to find out how teachers teach English to students with hearing impairment. Then, identification of the problem presents some problems related to teaching students with hearing impairment. The third is delimitation of the problem, focusing on examining two problems; how teachers perceive the importance of learning English for students with hearing impairment and their English teaching strategies at a School for Students with Special Needs in Cilacap. The problems are conceptualized in the fourth part namely research questions followed by the research objectives.

The second chapter is a literature review where the researcher presents theories to answer the existing problems. In addition, previous research studies were also used to strengthen the statements in this study. The third chapter describes the research methodology. This study used a qualitative descriptive

research design. This research was conducted at one of School for Student with Special Needs in Cilacap. The data collection technique was carried out by interviewing with two teachers.

Chapter four presents the findings and discussion. Research findings were discussed based on interviews with participants. In this chapter found some positive perceptions of the teachers on the importance of teaching and learning English for students with hearing impairment. In addition, it revealed that there are some ways of the teachers to teach English for students with hearing impairment.

Chapter five explains the conclusion and suggestion from the results of this study. The teachers perceived positively that the importance of learning English for students with hearing impairment is to adapt with their current era and to communicate with foreigners using English. The strategies include using translation, repetition, visual material, demonstration, lip-reading, and the last gadgets and technology support.