

Challenges and Strategies in Teaching English to Hearing-impaired Students in Senior High Schools in Yogyakarta

Chapter One

Introduction

The first chapter presents the introduction of the study. There are some significant points mentioned in this chapter. The first part of chapter one is background of the study which describes the reason why the researcher chooses the research topic. The second part of this chapter presents identification and limitation of problem which describe the scope of this study. Besides, this chapter also mentions the research questions as the guidelines of this study. Furthermore, the objectives of the research explain the specific objectives and purposes of this research. The significances of the research include in this research in order to explain the benefit of this study towards particular people related to this research. In the last part of this chapter, the researcher mentions the organization of the chapter.

Background of the Study

In daily life context, most of people have an opinion that children with special needs are not necessary to fulfill their educational needs. According to the Law of the Republic of Indonesia Number 20 of 2003, it guarantees that children with special needs are able to receive the quality education services. They still have a chance to pursue their dreams continuing the study in the higher educational levels so as to receive their future careers. Therefore, the Minister of National Education Regulation Number 70 of 2009 provides inclusive education for students with disabilities and intellectuals or special abilities.

Regarding the afore mentioned statements, those opinions can be erased by the existence of special schools which teach students with special needs and explained in Law Number 20 of 2003 concerning the National Education System article 5 paragraphs 1 and 2 which reads "Every citizen has the same right to obtain a quality education." Therefore, Citizens who have physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education. Besides, the students with special needs are very different from regular students. As a reason, regular students always receive English from kindergarten or primary school which can show the differences towards the students with special needs or hearing-impaired students. In addition, the students with special needs learn English from junior high school, and they still do not have English vocabulary mastery. For a reason, hearing-impaired students do not have auditory input so that the teachers should be able to have extra treatment or method to teach the students with special needs especially with hearing-impaired students. Henceforth, teaching the students with special needs is different from teaching regular students in terms of teaching methods as the teachers should provide appropriate teaching techniques and materials in the process of teaching and learning.

Sources of information obtained from hearing-impaired students is gained from visual. As much as possible, the teacher should replace what hearing-impaired students do not have specifically hearing with visuals. According to Ross (2021) Visual Media is statistics withinside the form of seen representations. Visual media in marketing and marketing uses visually appealing pictures and designs to promote a employer or company. It includes now not sincerely pictures but moreover movies and photos. Types of seen media encompass digital and posted pictures, photography, photo design, movies, animation, and more. Examples of visuals which are often used in teaching activity include writing, pictures, and videos facilitated by the use of

cellphones. As a reason, the teachers should be able to teach their students orally, but it is not always easy to explain the material in oral way. Thereupon, the majority of teachers should be creative to teach the students with the special needs by drawing the material delivery and language signs during the teaching-learning process.

In addition, the role of the teacher is very influential when teaching students with special needs (Hearing-Impaired Students) because they are quite different from regular students. In terms of learning, it can be seen that regular students have received their English learning from elementary school compared to the students with special needs (Hearing-Impaired) who start learning English from junior high school. Also, the teacher also teaches students with special needs (Hearing-Impaired children) to still learn basic material or words such as "Good Morning". Therefore, teaching materials for junior high schools is still taught little by little process so that it can provide positive learning impact in the level of senior high school. Besides, the material is adapted to the abilities of students with special needs (Hearing-Impaired) because the learning start has been left behind.

Sometimes, teaching students with special needs usually uses practical methods but not too often even though it presents simple practices such as greeting when meeting other people and giving an introduction to others. Besides, the teachers only take simple practices for students with special needs such as "how are you" so that the answers to this question are very numerous. Also, the teacher only takes a few common words because if there are too many words, the students with special needs will forget the learning points. For example, The teacher gives the sentence "I am sorry" or "thank you", and later on, the teacher was chosen a simple sentence so that it might include the teaching practices to students with special needs or hearing-impaired students. However, Hearing-impaired students were automatically affected the pronunciation, and teachers do not require students to be correct in pronouncing the words in English

. Most importantly, the students with hearing-impaired understand the purpose of the learning process. Accordingly, from junior high school, they have already started learning English with functional text and adding with daily dialogues. Those materials are close to the lives of students with special needs such as caution or existing signs so that in high school level, they were start studying longer texts.

Regarding the mentioned issues, there must be an effect from learning English to hearing-impaired students because English is very new for hearing-impaired students. Besides, hearing-impaired students sometimes forget the sentences which they have learnt since they usually interact with their friends using sign language. Then, the teacher cannot directly teach a lot of vocabulary in a day so that by giving a little use of simple text, the teachers sometimes have difficulties in the teaching activity. For instance, when the teachers find the common and long texts, they have to simplify the texts in order to shorten them to ease the students in understanding learning topic well. Hence, the teachers sometimes use Google translate to simplify long texts, so hearing-impaired students can easily learn materials.

Next is the reason why researcher are interested in choosing a topic challenges and strategies when teaching hearing-impaired students, researcher are curious about challenges that faced by teachers when teaching to hearing-impaired students and researcher want to know what strategies applied by teachers when faced a difficulties when teaching because their student had special needs and have different on abilities and have different interest on study. but behind from these shortcomings there are still students who have the enthusiasm to learn especially English learning.

Identification of the Problem

As problems faced by students with special needs specifically hearing-impaired students,

they learn English from junior high school, and they do not have vocabulary mastery in English as they do not have auditory input. As a reason, the teachers must be very extra in teaching students with special needs especially hearing-impaired students. Hence, the hearing-impaired students only have a source of information from visualization so that the teachers should be able to work in extra way in order to teach them better in the process of teaching and learning.

In addition, teaching materials for junior high schools is still taught little by little process so that it can provide positive learning impact in the level of senior high school. Besides, the material is adapted to the abilities of students with special needs (Hearing-Impaired) because the learning start has been left behind. Likewise, teaching the students with special needs specifically hearing-impaired students should utilize special methods to teach them. Therefore, every teacher should think carefully in choosing the right methods and appropriate ways of material delivery for the students with special needs in the teaching-learning process.

Delimitation of the Problem

Various aspects can be discussed in relation with students with special needs in learning English context. In this part, researcher only focuses on investigating and discussing the challenges faced by the teachers in teaching English to the students with special need or hearing-impaired students. Besides, the researcher wants to find out the teaching strategies applied by the teachers in teaching English to students with special needs (hearing-impaired students) and inform the results of this research to the readers or other researchers towards the issues occurred.

Research Questions

Based on research background, the researcher has formulated the problem of the research as follows:

1. What are the challenges faced by the English teachers in teaching hearing-impaired students?

2. What teaching strategies are applied by English teachers in teaching hearing-impaired students?

Objectives of the Study

Based on the research questions, the objectives of the research are:

1. to find out the challenges faced by the English teachers in teaching hearing-impaired students.
2. to investigate teaching strategies applied by English teachers in teaching hearing-impaired students.

Significances of the Research

This research is aimed to give positive advantages for some parties such as English teachers, students, and other researchers.

For English teacher. From this research, the English teachers can know the challenges faced by the teachers who have taught hearing-impaired students in teaching English. Besides, the English teachers was know various teaching strategies in teaching English to special need students especially in senior high school level. Therefore, the English teachers are able to gain the information results towards this research as a source of reference or additional information in the development of the teaching-learning process on how to teach the hearing-impaired students in the senior high school level.

For the students. The existence of this research is expected to help the hearing-impaired students to gain knowledge in learning English well. From this research, the researcher also expects that the obtained information of this research can provide additional insight or knowledge into the process of inclusive learning for children with special needs especially hearing-impaired students. Henceforth, the hearing-impaired students can learn English well so

as to increase and upgrade their own knowledge through the use of various teaching-learning methods applied in the classroom activity.

For the other researchers. Conducting this research, other researchers can know the challenges faced by the teachers in teaching English to the students with special need. Besides, they can also know the teaching strategies applied by the teachers in teaching English to hearing-impaired students in the teaching and learning process. This research comes as a reference and suggestion to add insight into the learning process of inclusion, supported factors and inhibited factors in the learning process for children with special needs. Besides, this research can give information about the teaching methods used to students with special needs especially hearing-impaired students in teaching-learning English process. In addition, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the other researchers to conduct the researches towards the challenges and strategies faced by the teacher in teaching English to hearing-impaired students on other levels related to the same area of this research.

Organization of the Chapter

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts, namely background of the study, identification of the problem, delimitation of the research, research question, objective of the research, significance of the research and outline of the research. The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion on teaching English to hearing-impaired students. In the literature review, it highlights some theories related to this research. Besides, this

chapter two covers teaching English to hearing-impaired students, characteristics of hearing-impaired students, challenges of teaching hearing-impaired students, and teaching strategies of hearing-impaired students. In the following of the chapter two, it includes the review of related studies.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participant, data collection method, data collection procedure, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.