

Chapter One

Introduction

This research aims to investigate the use of total communication approach towards students with hearing impairment in acquiring their vocabulary mastery.

This chapter consists of six parts. Those are background of the research, identification of the problem, delimitation of the research, objectives of the research, research questions, and significance of the research.

Background of the Research

In the 21st century, all children should get an education even the student with disabilities such as student with hearing impairment. It is also written under the laws of the Republic of Indonesia number 20-year 2003 about national education system article 1 paragraph 1 states that education is a planned and conscious effort to bring an atmosphere of learning and the learning process so that learners are actively developing the potential of their community, nation, and state. Whereas by virtue of the ACT. No. 20 year 2003 article 5 paragraph 1 stated that citizens who have abnormalities of physical, emotional, mental, intellectual, social and/or eligible for special education. Based on the law on the education system, it can be concluded that education is essentially an effort underway to develop the ability and personality of students through learning, guidance, training so that later it can be useful for learners in their lives. Furthermore, all learners deserve to get a proper education regardless their special conditions, including children with disabilities, stray children and gifted workers.

The learning process of students with hearing impairment will always be associated with the ability to communicate, which is the communication barriers for hearing impaired children to know and understand what is being taught. According to Cutten (2021), both receptive and expressive communication skills may take longer to develop as a result of the impairment (speech and language). In addition, Newton and Shah (2013) stated that the lack of attention shown by others is the major obstacle to communicate for those with hearing impairments. Due to poor communication with their healthcare providers, many patients may experience protracted or avoidable diseases. Cutten (2021) also added that there may be issues related to the severity of their hearing loss. For instance, a child with slight hearing loss would struggle to distinguish quieter sounds (like whispering), but a youngster with moderate to severe hearing loss might struggle to hear louder or more distinct noises.

For hearing impairment children, the communication aspect is less controlled because of its limitations in hearing and receiving audio information, and they also experience barriers in processing as well as expressing information audio (Moeller, Hoover, Putman, Arbataitis, Bonhenkamp, Peterson, & Stelmachowicz, 2007). It can be said that the child will have difficulty in talking to convey information to an opponent's speech. The receipt of information on hearing impairment focused on the sense of sight and this leads to truncated information received or it will be incomplete. This condition impacts significantly on the development on aspects of communication (Cole & Flexer, 2019).

Teaching English for hearing impaired students need special methods since they cannot be taught similarly as regular students. According to Sa'idah (2009), teaching English to students with hearing impairment is not as easy as its thoughts. She further explained that they stand up to more confounded obstructions in learning language than the hearing students. The serious issues of the students with hearing impairment are that their language speaking skill are not very much well-polished. It means that teaching for hearing impaired students is more challenging since it takes more time than the other since they have a very limited exposure to sounds and opportunity to imitate sounds though language advancement depends enormously on practices.

Several research have been done to identify the principal that should be performed by teachers to provide proper English teaching for students with hearing impairment. Teachers need to push special needs students to achieve their academic goals despite their restrictions (Puspitasari, 2019). Moores (2001) asserted that teachers should view the limitations of children with hearing impairment as a distinctive pattern of traits of children with hearing impairment rather than viewing them as a flaw. It is imperative that more professionals focus their efforts on identifying and enhancing such kids' strengths. Based on Andrews, Leigh, and Weiner (2004), teachers who teach children and teenagers with hearing impairment must be informed about their characteristics, needs, and abilities in order to provide suitable classroom activities. Thus, the teachers should have their own principle and way to teach the students with hearing

impairment so that comfortable and suitable classroom atmosphere can be created and learning goals can be achieved.

Based on the explanation above, the students with hearing impairment need a special technique to acquire their language skills. There are many certain approaches to teach English for students with hearing impairment. A general approach that can be applied is Total Communication (TC). According to Thurman (2009), total communication is a multi-sensory approach using tactile, auditory, and visual information meaning that all of communication are valued and promoted as appropriate. It can also be said that total communication is an approach that use all available communication media that enables teacher to communicate their ideas and thoughts to students with hearing impairment. According to Musselman (2000), using total communication approach in teaching was first implemented in the early of 1960s. Musselman (2000) in his article entitled “How Do Children Who Can’t Hear Learn to Read an Alphabetic Script? A Review of Literature on Reading and Deafness”, exclaimed that TC tries to perform visual strategies of communication, the residual hearing (if any), and speech-reading. The visual strategies are often within the variety of gestures, finger-spelling, and signing. This technique is aimed to foster effective communication that will facilitate academics to deliver the materials to the students with hearing impairment simply and to make sure that the concepts transferred are acquired by the students with hearing impairment.

Based on the emphasizes of the problems of students with hearing impairment that have an effect on the oral language skills, the researcher is

interested in creating the analysis within the special faculty (*Sekolah Luar Biasa*). There is a school that provides special attention for students who have disabilities. This school is located around Bantul Regency, Special Region of Yogyakarta. The researcher focuses on the issue of students with hearing impairment who are weak in receiving information through their auditory-sense. The students with hearing impairment seem like interested in English when the teacher begin to teach them. The students look so enthusiastic and interested in joining the class.

In this research, the researcher focuses on the total communication approach as the method to teach a language. There is the previous research that has identical matter with this research. Brouillette (2010) said that some teachers teach students with hearing impairment inside an inclusive classroom because the extra load of using the method, lack of preparation, inadequate training in specific subject teaching strategies and time constraints in providing special instruction. Adoyo (2007) said that the use of total classroom approach in Kenya would improve the academic achievement in the classroom. Ugwuanyi, Obiyo and Anyanwu (2017) stated that total communication is used as a cure for students hearing impairment in inclusive classroom in Enugu and the teachers agreed that total communication approach should be applied when teaching students with hearing impairment.

The researcher is curious to know the use of total communication approach on the process of teaching English in one special school in Bantul, Yogyakarta. This school consists of three education levels starting from elementary school, junior high school, and senior high school. For the

elementary stage, there are two classroom teachers who also teach other subjects including English. English is not a major subject for the elementary stage so they do not put more focus on it. For junior and senior high school, there is only one English teacher teaching English to all students. From the prior observation done by the researcher, the teacher in one special school in Bantul applies several teaching methods in teaching English and the most frequently used is Total Communication Approach. Thus, the researcher is interested in investigating the case about the implementation of Total Communication Approach in teaching English for the hearing-impaired students based on the teachers' perspectives.

Identification of the Problem

There are some problems that appeared during English teaching and learning process with students having hearing impairment. The problems can be caused by internal factor such as students with hearing impairment in Indonesia complain about being unable to follow the thing being discussed or in other words, students are unable to catch up the material due to communication problems. In addition, another problem is in the process of using total communication approach for English teaching and learning for students with hearing impairment concerning on the implementation of vocabulary. Moreover, some challenges also come from the teachers' capacity in teaching different level of students. The teachers cannot focus on preparing specific teaching method for certain age since they have to teach different stages because of the limited human resources. Another problem also comes from the students' interest in learning

English because they tend to be less motivated since English is not a major subject that influence their grade.

Delimitation of the Research

Based on the identification of the problem, in doing this study, the researcher limits the case. This study only focuses on the advantages and the challenges of using total communication approach in English teaching and learning process. To get complete and suitable data, the researcher chose the teachers implementing total communication approach in their English class.

Research Questions

The research questions of this study are presented below:

1. What are the advantages of implementing total communication approach in teaching English for students with hearing impairment as perceived by the teachers?
2. What are the challenges of implementing total communication approach in teaching English for students with hearing impairment as perceived by the teachers?

Objectives of the Research

The objectives of the study are presented as follows:

1. To reveal the advantages of implementing total communication approach in teaching English towards student with hearing impairment as perceived by the teachers.

2. To find out the challenges of teaching and learning English using total communication in teaching English for students with hearing impairment as perceived by the teachers.

Significance of the Research

The researcher expects that this study can give significance to some parties such as teachers, students with special needs, and other researchers. The explanation is presented below:

Teacher. The researcher hopes that this research can be used for teacher to evaluate their understanding about English teaching and learning especially for students with hearing impairment. In addition, this study also gives information for the teacher about the use of total communication approach in teaching and learning process. The teachers can also get insight about the needs of students with hearing impairment in order to enhancing their English.

Students with special needs. The significance can also be felt by students with special needs. This research can be used as a learning reference for the students with special needs to enhance their learning in English by having a discussion with their teachers about the most suitable teaching method that can fulfil their needs.

Other researchers. This research can provide beneficial information for other researchers who are interested in conducting the study using the same topic. In addition, and the researcher also expects that this study can encourage them to conduct deeper studies on the total communication for students with hearing impairment.

Organization of the Research

This research contains five chapters. The first chapter presents the introduction of the research. In introduction, there are This chapter consists of eight parts namely background of the research, identification of the problem, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research.

The second chapter of the research is literature review. This chapter provides the information and basic theories which cover a topic discussion exploring the implementation of total communication approach in teaching English for hearing impaired students. The literature review highlights some theories related to this research. In this chapter, the researcher explains total communication approach, concept of total communication approach, factor of total communication approach, student with hearing impairment, concept of hearing impairment, advantages in total communication approach, challenges in total communication approach. Additionally, review of related studies and conceptual framework are also included in this chapter.

Chapter three discusses research methodology. This chapter gives clear illustration on how this research was conducted and how the data were collected. Chapter three consists six parts namely research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. In research design, the researcher presents the approach used in this study which is qualitative research design and the design under qualitative method applied in this study is descriptive qualitative. In research setting, the place and time of

conducting this study are explained. In data collection technique, the researcher describes the instrument used to collect the data which is interview. In data collection procedure, the steps in doing this study are explained. In data analysis, the ways the researcher analyzed the data are described.

In chapter four, the research findings and discussion are presented. This chapter provides the detailed information about the data gathering from the conducted research and the analysis of the data. There are five findings related to the advantages of implementing total communication in teaching English for students with hearing impairment namely enhancing effective communication with the students, helping teachers to enhance students in the classroom, helping teachers to enhance students' language skills, helping teachers to maximize the students' sight, and promoting positive relationship between teachers and students. Moreover, there are five findings related to the challenges of implementing total communication in teaching English for students with hearing impairment. The findings are challenge in learning pronunciation, insufficient ability of teachers to communicate using sign language, limited time of teaching, challenge in facilitating students' gap in various way, and challenge in preparing teaching material. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research.

Chapter five includes the conclusion and suggestions. In this chapter, the researcher presents the conclusion of the research findings related to the research problems. In addition, this chapter contains the suggestions which are addressed for teachers, students with special needs, and other researchers.