

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool someone of the talk that can express something with others people. It is very important to learn others language to make understanding and to prevent misunderstanding. Bloch and Trager as is cited by Deddy Mulyana (2010) said that “language is a system of arbitrary vocal symbols by means of which a social group cooperates and it is always become human activity”. It also becomes the activity on the part that others understand what was on the mind of the first. So, the language is system of arbitrary vocal and human activity that makes people understand what he/she delivers.

There are many languages in the world that are used to communicate. One of them is English. English is a foreign language in our country. It is one of the International languages and spoken by many people in the world. English is one of the compulsory subjects that taught in all education levels, such as elementary school, junior high school, senior high school, and all departments of university. In Indonesia English becomes as a subject that is very important of education in the schools. Education is not just to normal children, but also to disable children. They have to abtion good education from family, teacher, and people around them. In the world, no human is perfect, the human of normal and abnormal should helped.

Human is social beings, so we need the other people to interact. Every human life in this world is same in Allah's eyes, the thing that makes human is different in Allah's eyes is the human's degree as stated in the Holy Quran At-Tiin/95:4-6 as follows:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤﴾ ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ ﴿٥﴾
إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ ﴿٦﴾

Translate:

“(4) Surely we created man of the best stature. (5) Then we reduced him to the lowest of the low. (6) Save those who believe and do good works, and theirs is a reward unfailing.”

This verse describes that God created man on this earth in the most perfect state. In fact, there are two kinds of children, namely: normal and exceptional children. There is no such defect in it, and someone called defective by the community is also perfect. Every human being has the uniqueness of each.

Disabled depends partly on hereditary potentials and factors internal such as: food, fresh air, emotions, health, climate, physical exertion, and sunlight, for example: visual impairment and hearing impairment. The teachers still hold learning English at SLBN so that deaf students are not left behind by students who are in the other normal schools. So, the normal children get education in public school and exceptional children also should be got education in specific school. It is based on *UUD 1945 about education paragraph 31* which states “*tiap-tiap warga negara berhak mendapatkan pengajaran*”. That statement indicates that everyone has an equal opportunity to have good education to increase their knowledge and becomes the potentials. According to Kartadinata (1996) the

students or people with hearing impairment are those whose hearing ability is impaired, whether their hearing is only completely lost or not.

Everyone has the same right whether she/he is an able human or not. It happens to education. Everyone has the same opportunity to get education. Likewise students with disability, they have the right to learn and study as stated in the Holy Quran 'Abasaa/80:1-5 as follows:

عَبَسَ وَتَوَلَّى ۖ (١) أَنْ جَاءَهُ الْأَعْمَى ۚ (٢) وَمَا يُدْرِيكَ لَعَلَّهُ يَزَكَّى ۚ (٣) أَوْ يَذَّكَّرُ فَتَنْفَعَهُ الذِّكْرَى ۚ (٤) أَمَّا مَنْ أَسْتَعْتَبَ ۚ (٥)

Translate:

“(1) He frowned and turned away, (2) Because the blind man came unto him, (3)What could inform thee but that he might grow (in grace), (4) Or take heed and so the reminder might avail him?, (5) As for him who thinketh himself independent.”

This verse describes that everyone has the same opportunity to get education even the person with disability. No discrimination between disabled and normal person. They have to get their rights as human beings in general.

Hearing impairment is a condition of malfunction of the sense of hearing to a person in part (low deaf) or overall (totally deaf). This can occur before birth, at birth and after birth. Measure to overcome non-functioning of the senses of hear of deaf children, among others by optimizing the tactile and sight senses in obtaining information. Information obtained through tactile and sight senses is necessary to enrich the experience directly in the process of learning for deaf children, especially learning English.

Furthermore, in teaching and learning process there are four skills that are speaking, listening, reading, and writing. Teaching English to hearing impairment students is not easy therefore the teacher must use methods that are suitable with their intelligence. Brown (2007:17) states that method is a generalized set of classroom specifications for accomplishing linguistic objectives. The writer argues that the use of method in teaching English is very important because hearing impairment students need appropriate way in teaching.

In this research, the writer wants to know how the process of teaching and learning English is to hearing impairment students. It is interesting to study because the process of teaching and learning English to students with special need is very difficult than it is for normal students. This is particularly useful for those who need a mix of visual and kinesthetic activity. Sometimes, the teacher using sign language for communication with hearing impairment students every day is a must in the school. Sign language is the same as speech and is used instead of speaking, whereas gestures are mostly used while speaking (Yuli, 2006:172). When the teacher teaches hearing impairment students in English, the teacher participates more and be adaptive of teaching to help students to study in the classroom.

The writer is interested in conducting this research to find out teaching and learning English for hearing impairment students and what the problems are faced by teacher in the teaching and learning of English for hearing impairment students.

Several studies were carried out in order to find out the process of teaching and learning of the students with special need. In line with the writer, Isnawati Ningsih (2013) conducted a study to find out “English Teaching for Students with Special Need (A Case Study at SMPLB Dharma Praja)”. In her study, Isnawati Ningsih says that people with special need can learn English by the techniques of repetition drill, memorization and guessing. The teacher uses methods Grammar Translation Method, Direct Method and Individual approach Method. So, they use methods and techniques in teaching English. Afriliana Sari (2011) also conducted a research to the students with disabled need. Her research is “Teaching and Learning English of Cognitively Delayed Students at Junior High School for Disabled Students (SMPLB) Negeri Selat Kapuas Central Kalimantan”. In her study, she shows that the communication problems with disabled students and the result on education and the teaching process for deaf children. However, deaf children have the potential to learn the language. Therefore, children with disability require special services to develop their cognitive, so that they can minimize impact of deafness that happened. The results of this research show that students with disability could improve their achievement and spirit from people around them.

Both studies of Isnawati Ningsih and Afriliana Sari, have much in common with the writer because of the same concern on disabled students but my research chooses hearing impairment students who have limitation in their hearing on teaching and learning English. Isnawati Ningsih research focused on teaching

process for special need students and Afriliana Sari focused on developing cognitively delayed disabled students.

Based on the explanation above, the writer is interested in conducting a research entitled: **TEACHING AND LEARNING ENGLISH FOR HEARING IMPAIRMENT STUDENTS OF THE SEVENTH GRADE AT SLBN PELAMBUAN BANJARMASIN ACADEMIC YEAR 2015/2016.**

B. Statement of Problem

In order to get clear information for this study, the problems that are being studied are:

1. How is the teaching and learning of English for hearing impairment students at SLBN Pelambuan Banjarmasin?
2. What are the problems faced by the teacher in the teaching and learning of English for hearing impairment students at SLBN Pelambuan Banjarmasin?

C. Objective of Study

Based on the problems above, the purposes of the research can be set as follows:

1. To know how the teaching and learning of English is for hearing impairment students at SLBN Pelambuan Banjarmasin.
2. To identify the problems faced by the teacher in the teaching and learning of English for hearing impairment students at SLBN Pelambuan Banjarmasin.

D. Significance of Study

The result of this research is expected to contribute to the field as follows:

1. For the writer, it enriches the writer knowledge about the teaching and learning of English, especially for the hearing impairment students.
2. For the teachers, it give information how to language suitable for suggestion to teach English at school for hearing impairment students and also they can add knowledge about hearing impairment students.
3. For the reader, it will give the additional reference and information.

E. Definition of Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer feels necessary to explain terms as follows:

1. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes.
2. Learning is the process of assimilating information with a resultant change in behavior.
3. English is a foreign language in our country. English also is one of the compulsory subjects that taught in all education levels.
4. Hearing Impairment is children with special needs in hearing and speaking because they have hearing loss and speaking loss. This can occur before birth, at birth and after birth and also it descent from the parents.

Thus, in this research, the writer focuses on the teaching and learning English for hearing impairment students at SLBN Pelambuan Banjarmasin. The writer will observe how the teaching and learning English is and what the problems are faced by the teacher in the teaching and learning of English for

hearing impairment students. The writer also does interview with the teacher to increase the information. The writer will know about the problem faced by the teacher. The teacher knows hearing impairment students are not easy of teach and receive the lesson. Hearing impairment students need the teacher which calm, diligent, and strong.