

CHAPTER I

INTRODUCTION

A. Background of study

Education is a joint effort to educate the life of the nation in order to become a whole human being in accordance with the provisions contained in the opening of the Constitution of 1945. This contains the understanding that the field of education has so many tasks and responsibilities and must always be pursued to improve the quality in realizing the field of education.

Law No. 20 of 2003 states that: National education serves to develop the ability and shape the character and civilization of the nation, aiming to develop the potential of learners to become human beings who believe and believe in God almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Ministry of Education, Law No.20 year 2003 on National Education System, Yogyakarta: Media Wacana Press, 2003,p.6)

The above exposure is an acknowledgment that the state in the form of a national education system is tasked to develop the potential of learners regardless of ethnic, religious, racial, and physical and spiritual differences.

Education services for children with Special Needs as mandated in Law No. 20 of 2003 on the National Education system state that "Citizens who have physical, emotional, mental, intellectual, and or social disorders are entitled to special education."

Getting an education is the right and obligation of every Indonesian citizen, including children with special needs, one of whom is a child with disabilities. Deaf children are also known as mentally retarded because of the limited intelligence that makes it difficult for them to attend regular school programs classically.

Based on the description above can be meant that the child with visual impairment is a child who is experiencing retardation in adjusting to his environment and this is very influential in learning. Children with visual impairment have intellectual abilities that are at two standards of deviation below normal when measured intelligence tests in comparison with other common children and deficiencies in the adaptive behavior side or difficulty to be able to behave in accordance with situations that have not been known.

Deaf children are less capable in thinking about things that are abstract, difficult and convoluted. They are lacking or retarded or unsuccessful not a day two days or a month two months, but for all time and not only in one or two things but almost everything and in lessons such as: making up, concluding the content of readings, using counting symbols and in all theoretical lessons, they are also hampered in conforming to the environment (Amen, 1995,p.11).

The potential between children and visually impaired children is different, because of the intellectual low and mental retardation that the child has so they need additional media from a teacher in learning. Media has a decisive position for children with visual impairment during the learning process, without the media the learning process will not take place properly.

The teaching and learning process will take place properly and successfully if accompanied by the appropriate use of educational media. The use of this educational media automatically learning materials will be more easily accepted by children. Thus educators are required to be able to choose and use appropriate media in delivering subjects. Many educational media exist but are not necessarily suitable for use in a teaching. Educators should therefore be aware that educational media is an integral part of learning activities (Sadiman 1990,p:1)

The development of language skills in English language learning must use the right media. The accuracy of media use must be based on the needs and conditions of children with disabilities. Media selection tailored to the condition of children with visual impairment is further called adaptive media.

In this case the planning and selection of learning media must pay attention to the level of development and characteristics that the learner has. Parents as the closest people who know more about the condition of the learners then there needs to be cooperation that can create a variety of

programs tailored to the conditions of learners to improve the learning media of children with disabilities.

Based on a preliminary study conducted by researchers at SLB Plus Madana Dun Ya Banjarmasin, finding the characteristics of visually impaired children studied is in terms of academic students now do not know vocabulary in English, learners are still in the stage of continuous repetition of the learning that has been taught. In terms of motor, physical condition, children's communication is also varied so that each student is given teaching that cannot be simultaneously but must take turns according to their abilities.

The use of learning media is not just an effort to help teachers in teaching, but more than that as an effort aimed at making it easier for learners to receive lessons delivered. Learners will be even more interested if they use learning media that will clarify the material described by the teacher because in teaching using the media will gain through concrete experience, not just through mere words. Audio visual equipment should not be classed as a learning experience derived from sensing sight and hearing, but a tool that can provide and enrich different experiences to learners (sudjana and Rivai, 1989, p.58)

However, there is a fundamental and quite basic error that teachers face. The problem is the extent of the readiness of teachers in mastering and managing the use of educational media in schools for optimal student learning in accordance with the objectives of education and teaching. One way to solve the problem is that teachers have skills in planning, creating

and evaluating the media used (Shihab, 2002 p.463-464). Because this learning media has a big role and affects the achievement of the desired learning goals.

Learning media a set of message-sending tools in learning that can be captured through the senses of vision without the sound of the tool. In the Qur'an surah Al-Baqarah (2) verse 31 :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِ بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

He taught Adam the names of all the things on earth, and then commanded the angels to name them, which the angels did not know. The objects mentioned by The Prophet Adam a.s commanded by Allah SWT must have been given a description of its form by Allah SWT. After creating NabiAdam, then teaching him the name and characteristics of things so that he could live and benefit from nature, God showed them to the angels, "Mention to me the names and characteristics of these things" (Shihab,1999, p.169)

From the explanation above, researchers are interested to explain the condition in a case study with the title "The Use of Media in Teaching English for Students with Special Needs" for Grade C Deaf Children at SMP LB Plus Madana Dun Ya Banjarmasin

B. Research Questions

There are two research questions for this research as follow!

1. What media that are used in teaching english for students with special needs?
2. How does teacher use the media in teaching english for students with special needs?

C. Objective of Study

Based the research questions abaout, the objective of study are as follow :

1. The media that are used in teaching english.
2. The way the teacher uses media in teaching english for students with special needs.

D. Significance of Study

The significance of the study are as follow :

1. As an input for the english teachers about the use of media in teaching english for students with special needs.
2. As a reference for other researchers to conduct other research in the same field.

E. Definition of Key Terms

There are some important definition related to this study :

1. Media is an additional tool in teaching related to the material that will be given to students with special needs that are used optimally for the benefit of the child to be able to understand the lessons given.
2. Teaching English to students with special needs is an education that provides English subjects to students with special needs so that they

understand and understand what is in the material that will be given gradually according to the ability of students with special needs while learning.

3. Students with special needs (Mental retardation) is development disability which is defined as intellectual functionig that is below average and significant limitations in daily living skills (adaptive functioning).