

CHAPTER I

INTRODUCTION

A. Background of Study

One of the ways to obtain the knowledge is through learning a language. Language and knowledge cannot be separated one and another because people are not be able to understand the knowledge without the assistance of the language. It means that language and knowledge have a very close relationship.

Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995). Language is the component of communication that is used by people of the world to tell what in their minds to others such as opinions, ideas, information, etc.

There are many languages to use for communication in the world, like English, Arabic, French, Indonesian, etc. However, it is important to learn a certain language in order to make the same understanding when people communicate to each other.

English is one of the languages used for communication in the world and it becomes an international language. So that, in the field of education there are many scientific references or literature written in English. It can be found at libraries, mainly at university libraries. In this case, besides being an international communication, English is also used as a scientific language.

Nowadays, whatever position the people work, they need to learn English as a foreign language. In response to the needs of developing human resources, the English teaching in Indonesia becomes significant. Based on the Indonesian constitution (Undang-Undang Negara Republik Indonesia) Number 20 Year 2003 on National Education System Article 33 Verse 3 stating that a foreign language can be used as a language in a certain educational level of instruction to support the students' language ability. The teaching of English has been extended to teach from the elementary school level to university level.

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 right to study. It is related to the holy qur'an Surah 'Abasa Verse 1-5, Allah stated:

عَبَسَ وَتَوَلَّى ۖ أَنْ جَاءَهُ الْأَعْمَى ۚ وَمَا يُدْرِيكَ لَعَلَّهُ يَزَكَّى ۚ أَوْ يَذَّكَّرُ فَتَنْفَعَهُ الذِّكْرَى ۚ أَمَّا مَنْ آسْتَفَنَّيَ ۚ

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

It happens to the students with disabilities. Yet, in the others sides, the students with disabilities have problem. Ajuwon (cited in Salim, 2008) stated that "disability is basically a condition of losing normality from function or anatomy

structures, somebody's psychology and physiology. As we know from the definition, disability is a condition which will affect somebody's condition.

It is known that there are some kinds of disabilities. The California Department of Parks and Recreation, also known as California State Parks as a government system which provides the health, inspiration and education for the people of California (CSP, n.d) identified and described the more prevalent disabilities in society today. The kinds of disabilities are categorized in five. These are developmental disabilities (including cerebral palsy, mental retardation, epilepsy and autism), hearing impairments (including mild hearing loss, moderate hearing loss, and deaf), learning disabilities (dyslexia), mobility impairments (arthritis, stroke, multiple sclerosis, and muscular dystrophy), and visual impairments (low vision, legally blind, and totally blind).

Among some kinds of disabilities mentioned above, the writer only interested in conducting the research for the students with hearing impairment/deafness. The writer wants to know the ways the children communicate and involve in English teaching and learning process. Actually, they are difficulties in hearing and speaking.

Based on International Standard Organization (ISO), hearing loss children can be classified in two groups, deafness and hard of hearing (Effendi, 2009). It is called the deaf children if they loss hearing about 70 dB or more. They will have difficulties to understand someone's talking even though they use hearing aid. If the children loss their hearing about 35-69 dB, they are difficult to hear. It can be

classified in hard of hearing. Because of the disability, the deaf children definitely need special treatment.

Another statement which supports the reason why the deaf children need special needs as Salim (1990, cited in Somantri, 2006, p. 93) states that “A deaf child is the child who is less or lost of hearing ability caused by damage or malfunction in part or all of hearing aids. So, he has slave in language development. He needs treatment and special education to get a worthy life.” It means that the hearing impairment children are the children who are hard of hearing or deaf. It causes their hearing does not work for their daily life.

Another statement about the deaf children explains that the deaf children with the deafness may use some ways to communicate. Hermon (2002) suggests that students with a hearing impairment are not easily identified as gifted. Students unable to use verbal communicate may reveal giftedness through their ability to communicate by alternative methods. This may include visual modes or nonverbal (including body language or gesture). In the first observation, the students in SMPLB are classified in deafness because they have difficulties to understand someone’s talking even though they use hearing aid or not.

Even though deaf children stand on that condition, they have a right to get education. Although they have problem with hearing, they need learn something for their life and their communication. Moreover, they have to learn English as a language for communication.

Learning English is important work today but it will be difficult with the condition of deaf students. Harmer in his book said that one language skill should not be performed without another skill. It is impossible to speak without listening to the speaker and impossible to write without reading the sources (Harmer, 1991). However, what happen with the deaf children that should learn English as foreign language. It is well recognized that hearing is critical to speech and language development, communication and learning. Children with listening difficulties due to hearing loss or auditory processing problems continue to be an under identified and underserved population.

It is understood that the deaf students have difficulties in hearing that will disturb the process of transferring language. If the teacher just uses verbal communication, it will not work well. Actually, the goal of language teaching and learning process is to use language for communication.

To achieve the goal, English teachers must use the right way and have some strategies by using various techniques. Brown (2007, p.17) discusses that a technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. By using various techniques, teacher can realize the objectives of the lesson and perhaps the students will be more interested in learning English. Thus, teacher should not teach English monotonously.

There are many kinds of techniques can be used for teaching English. The variety of techniques provides a good opportunity for the English teachers to choose

the appropriate techniques. Thus, the teachers have freedom teaching action and the students are interested in learning materials.

Children with hearing impairment have a problem in communication. However, it is the same as the normal children who also need to learn language to communicate with their environment. Yet, they just need special treatment to face their disability.

Thus, it is known that the deaf students have difficulties in hearing and communication. However, they should learn English when they are in the seventh grade of junior high school because English a compulsory subject. It will influence their master in English. The writer believes that the successful in teaching and learning English in this case is teacher's techniques. The techniques should be different with the normal students. The writer wants to conduct the research. It will help the English teacher to know other techniques for special children.

The writer chooses SMPLB B/C Dharma Wanita Persatuan because it provides the special education for the students who have deaf and mental retardation. It relates to the research because the research wants to know the teacher's techniques for the deaf children. The school is located in Dharma Praja street, No. 56, Banjarmasin Timur.

The research was conducted at the seventh grade students of SMPLB because at that level the students have to start learning the subject. They start to learn English when they are in that level. Furthermore, they have impairment on hearing, so are

needed more effort because the students just learn English in that age. The teacher's technique should be different.

Based on the reasons, it is interesting for the writer to observe the teaching process for all language skill, listening, speaking, writing and reading. Actually, many people have known that the children in the school have impairment on hearing and speaking. Thus, it will influence to master the four skills of language.

The writer hopes that the research will give fruitful contribution for English teaching and learning, even for special education (Pendidikan Khusus). In addition, the writer expects that from the research, the teachers / the English teacher for hearing impairment students can learn how to teach better than before by developing their teaching techniques.

Based on the explanation above, the writer is interested in doing any research entitled, "TEACHER'S TECHNIQUES IN TEACHING ENGLISH FOR THE HEARING IMPAIRED STUDENTS AT THE SEVENTH GRADE OF SMPLB B/C DHARMA WANITA PERSATUAN BANJARMASIN."

The writer conducts the observation, interview, documentary and makes some recordings to collect the data. The data are about teacher's techniques in teaching English, the application of the techniques, and the problem in teaching English at the seventh grade of SMPLB B/C Dharma Wanita Persatuan Banjarmasin.

B. Statement of Problems

1. What techniques are used in teaching English at SMPLB B/C Dharma Wanita Persatuan?
2. How does the teacher apply the teaching and learning techniques in teaching English at SMPLB B/C Dharma Wanita Persatuan?
3. What are the problems faced by the teacher in teaching English at SMPLB B/C Dharma Wanita Persatuan?

C. Objectives of Study

1. To know the teacher's techniques in teaching English at SMPLB B/C Dharma Wanita Persatuan.
2. To know the application of techniques in teaching English at SMPLB B/C Dharma Wanita Persatuan.
3. To find out the teacher's problems in teaching English at SMPLB B/C Dharma Wanita Persatuan.

D. Significants of Study

From the research of this research, the writer expects that it will be useful:

1. To enrich the writer's knowledge about using techniques in teaching English, especially for the deaf students.
2. As the information for the English teachers at SMPLB B/C Dharma Wanita Persatuan to improve their teaching techniques in teaching and learning process.

E. Definition of Key Terms

To avoid misunderstanding of the title, the writer needs to explain some terms in the title as follows:

1. Teacher's Techniques

In Longman Dictionary of Language Teaching and Applied Linguistics, the term "Techniques" is described as an overall plan for systematic presentation of language based upon a selected approach (Richards & Richards, 2002). Thus, in this research the teacher's techniques which are meant here is the overall plans or workings that are used by the English teacher to teach English for the deaf students. The writer will observe every step that the teacher does when teaching English, from the beginning to the last part of teaching and learning process.

2. English Teaching

Brown (2000:7) in his book explains that teaching defined as "Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understanding." However, English as a language is well known as second and foreign language. Teaching English subject has to facilitate the learners to learn English. Thus, the English teaching which is meant in this research is the process of teaching English as a foreign language to the deaf students at the seventh grade of SMPLB Dharma Wanita Persatuan Banjarmasin.

3. The Hearing Impaired Students

The term “Deafness” is an impairment on hearing process. Efendi (2009) stated that “hearing impairment or deafness is a condition that hearing organ could not work well because there is one or more impairment in outer ear, middle ear, and inner ear caused by illness, accident or another causes.” It means that the deafness is a disability which is caused by impairment on hearing. The deaf students are the children who need special education because they have disability on hearing.

Thus, in this research, the hearing impaired students are the students who have hearing impairing and are studying English at class VII grade of SMPLB B/C Dharma Wanita Persatuan Banjarmasin. The writer conducts the research in the class which is special for deaf students.

4. SMPLB B/C Dharma Wanita Persatuan

This school is located in Dharma Praja Street. No. 56. Km. 4,5. SMPLB B/C Dharma Wanita Persatuan is a special school that gives special education for hearing impairment students and mental retardation students. The identity for the two categorizes are B for Deafness and C for Mental retardation. Because the research is focused on deaf students, the writer choose class VII B as an object of the research.

F. Organization of the Content

This research is divided into five chapters as follows.

The first chapter is introduction that covers background of study, statement of problems, objectives of study, significant of study, definition of key terms, and organization of the contents.

The second chapter is theoretical review on related field that covers definition of English language teaching, techniques in language teaching, kinds of techniques in language teaching, the definition of deafness and the deaf students, the characteristics of the deaf students, and teaching English for the deaf students.

The third chapter is research method that covers research design, research setting, subject and object of research, data and sources of data, data collection procedure, and data analysis.

The fourth chapter is findings and discussion that covers general description of the research location, data presentation, and data analysis.

The last chapter is the fifth chapter which is closure. It covers conclusions and suggestions.