

CHAPTER I

INTRODUCTION

1. 1. Background of the Study

Humans and society are two things that cannot be separated, because in everyday life humans must carry out social interactions with other humans around them, which should be referred to as "society." Humans, as social beings, always needed togetherness with others. Likewise, a deaf child cannot be separated from this need. However, because they had abnormalities in the physical aspect, it usually caused an abnormality in adjusting to the environment. In general, the environment seen them as someone who is less creative. Such environmental assessments make deaf children feel less valuable, and such environmental assessments also had a major influence on the development of their social functions. Obstacles in social development also increased in the lack of mastery of language and a tendency to be alone and had an egocentric nature.

Deaf children are children who experienced a deficiency or loss of hearing ability caused by the failure of some or all of their hearing senses. Children with hearing impairments would be very complex consequences, especially regarding their mental problems. Patients often experienced a sense of shock as a result of not being able to control their environment. This condition is increasingly unfavorable for deaf people, who has to struggle in their developmental tasks, especially in the aspects of language, intelligence, and social adjustment. Therefore, to optimally develop the potential of deaf children, special services or

assistance are needed. The roles of language, speech, and the sense of hearing in the context of communication are interrelated. Disruption of the sense of hearing greatly affects the reception of language in the form of sound. So in the process of language acceptance for deaf children, the function of the visual senses is prioritized. The development of language and speech is closely related to hearing acuity. As a result of limited hearing acuity, deaf children cannot hear well. Thus, in deaf children, after the palpation period, there is no sound imitation process; the imitation process is only limited to visual imitation. Furthermore, in the development of speech and language, deaf children need special and intensive teaching according to their abilities and level of hearing impairment.

The problem faced by teachers in schools for deaf children is the development of language and its function as a means of communication, both orally (verbal) and manually (signs). Judging from the level of difficulty, developing or teaching oral language is much more difficult than manual language. This is due to the condition of the hearing organs not functioning normally and the lack of phonetic experience in deaf children. As a result of these conditions, the child becomes unable to respond properly to the sounds that come to him. The child perceives everything around him as a silent event and does not give the impression of any sound. Teaching is a way or effort to educate someone to achieve a goal; in this case, it concerns the strategy or method of teaching deaf children at the SLB Melati School, which is the target of the author's research.

Special educational needs (SEN) students are students that require support in the teaching and learning process. They are not able to use the learning

facilitation, such as the furniture in the classroom, books, and technologies as provided for students in general. It is because the needs of the students are different from the needs of normal students in general.

SEN students deserve specific accommodation designs according to their abilities, such as school building and classroom design, furniture adaptation, computer technology, simplified assignment, and also special assistance (Farrell, 2009; Friend & Bursick, 2012; & Mpofu & Chimhenga, 2013). For instance, deaf students who need hearing aids to help them learn. English is a foreign language that is globally used by people. Therefore, deaf students need to learn English as they will be able to read a variety of literature and utilize many resources to collect information so that they will not be left behind. Therefore, the curriculum of special education must contain English as one of its subjects.

The aims of the 2013 English curriculum implementation for deaf students at senior high school level in Indonesia are 1) to develop the English communication skill both written and oral, including listening, speaking, reading, and writing skills; 2) to grow the awareness of the nature and urgency of English as a foreign language to be used as the main tool in learning; and 3) to develop the language and cultural understanding, and broaden the horizon of the worlds (Hastuti, 2016). Lots of people consider that the deaf are those who use sign language to communicate, but some of them use spoken language rather than sign language.

Education is a systematic learning process that is realized in the teaching-learning process that aims to develop the potential of students. In achieving learning objectives, a learning design is needed. The learning

design is the curriculum. The education curriculum is a foundation for carrying out teaching and learning activities in schools, both regular schools and special schools. The current curriculum used in Indonesia is the 2013 curriculum. This 2013 curriculum forms students to make observations, ask questions and reason about the knowledge taught or better known as character education. The curriculum applied in special schools is dominated by a vocational rather than academic system that aims to develop the abilities that can be developed in students.

SLB Melati Tembung is an special needs school that is one of the schools that accommodates children with special disabilities, one of whom is deaf. In the teaching process carried out by the teacher, it is not easy to train deaf children to be able to communicate with the people around them, and in the process of teaching deaf children to communicate, of course, there are obstacles. Therefore so many teachers have difficulty teaching students with special needs. Melati Special need School has implemented the 2013 curriculum when teaching and learning. the application of the 2013 curriculum in the teaching process for deaf children to develop their ability

Based on the interview and observation at SLB Melati Tembung, the researcher conducted preliminary observations and interview at SLB Melati Tembung from the initial observations and interview.

Regarding the interview and observation that researcher did in SLB Melati Tembung, it turns out that SLB Melati Tembung do not yet had its

own English teacher to teach at SLB Melati Tembung school. English lessons are carried out by the homeroom teacher, where the teacher teaches general subjects as well. English lessons are also still very foreign to deaf children at Melati special need School, they only know numbers and a few words in English. The teacher uses hand language (sign language) and also uses the mouth when teaching deaf children. then the teacher also uses writing instruments such as blackboards and pictures when teaching deaf children at SLB Melati Tembung. The author interviewed one of the teachers who taught sixth grade in SLB Melati Tembung. In taking the preliminary data, the author asked four questions related to the English Teacher Strategy in teaching English for deaf children.

Table 1.1 Teacher's Interviews Result

QUESTION	TRANSCRIPT
<p>What are the methods used by the teacher to teach English to deaf children?</p>	<p>Q : good morning miss, first of all, can I make interview conversation with you about what the strategy do u use while teaching in slb melati tembung.</p> <p>A : good morning, yeah sure.</p> <p>Q : First of all, do deaf children learn English like normal student and what methods do you use to teach English to deaf children?</p> <p>A : actually, English is still foreign for deaf students because they have a difficulties when speaking and have a</p>

	<p>short memory. But for teaching English, teachers usually use direct method, total physical response (TPR), and lexical approach for children with special needs. especially the Deaf.</p> <p>Q : What is the direct method, Total physical response, and lexical approach?</p> <p>A : For the Direct method, namely the method of teaching directly and naturally. TPR is a method that uses gestures to interpret words (sign language) and for the lexical approach is an approach technique that is carried out by using facial expressions and expression (lips reading)</p>
<p>Are there any other methods apart from the learning method in teaching English to deaf children?</p>	<p>Q: Next Are there any other methods that the teacher applies apart from the learning method in teaching English to deaf children?</p> <p>A : Apart from learning methods, the learning process for Deaf Children can run well with the support of learning media including pictures, items or thing.</p>
<p>How do teachers assess students with special needs in learning English?</p>	<p>Q: Next, how do teachers assess students with special needs in learning English?</p> <p>A: because there aren't many students in the SLB class, like normal students. so that it is easier for me as a teacher to assess students. just like assessing normal students in general, we cannot judge the</p>

	abilities of the students equally. surely each has a different portion in mastering learning. Therefore, I as a teacher make an assessment according to the ability of the student.
What are the obstacles faced by teachers in teaching English to children with special needs?	<p>Q: What are the obstacles faced by you in teaching English to children with special needs?</p> <p>A: Teaching English to children with special needs is different from learning language in general normal children in general. From their ability such as short memory, unstable emotional, and different hearing levels. And there also students had personal weaknesses. So I had encourage to find ways on how to make them understand the material.</p>

Based on the interview above, at SLB Melati Tembung, it turned out that SLB Melati Tembung do not yet have an English teacher to teach at SLB Melati Tembung school. English lessons are carried out by the home room teacher, where the teacher teaches general subjects as well.

English lessons are also still very foreign to the elementary school children at Melati Elementary School; they only know numbers and a few words in English. The teacher used hand language (sign language) and also used the lips when teaching deaf children. Then the teacher also used writing instruments such as blackboards and pictures when teaching deaf children at SLB Melati Tembung.

Therefore, The Author interests to conduct a research entitled “ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH (BINA WICARA) FOR DEAF CHILDREN OF SIXTH GRADE AT SLB MELATI TEMBUNG”

1.2. Problems of the Study

Based on the background of the problems that had been stated above, it can be formulated the main issues of the problem :

- a) What is the strategy applied for teaching English to deaf children in the sixth grade of the SLB Melati?
- b) What are the obstacles encountered in teaching English to deaf children in the sixth grade of the SLB Melati?

1.3. Objectives of the Study

In this research, the author is intended to find out that their objectives, based on the problem that has been decided, are:

- a) To describe the strategies used by the English teacher to teach student.

The strategy of teacher to improve the deaf children is lips reading, sign language, and media.

- b) To discover the obstacles found in teaching English for Deaf children.

obstacles in this research refers to the obstacles in teaching deaf students such as grabbing students' attention, giving definitions and example of a certain word, understanding words from teachers' lip movements and making students understand the materials delivered by the teacher.

1.4. Scope of the Study

The scope of the research is limited to teacher strategies and teaching English ability, especially in accuracy and social interaction. It is the implemented in communicated (interaction with society) ability at the sixth-grade elementary school of deaf children at SLB Melati Tembung.

1.5. Significance of the Study

This study is expected to have both theoretical and practical contributions.

1.5.1. Theoretical significances

The author expected this research will be a very useful reference. for both the teacher and another researcher in teaching strategies. This research also expected theoretical benefit from this researched: the increase in references towards the development of the quality of teaching strategy understanding, especially in the English course for teaching deaf children In addition, this research can be used as a basis for conducting further research with more complex variables so as to developed knowledge in the field of education.

1.5.2. Practical Significances

While the practical benefits expected in this study consist of benefits for teachers, and researchers, which are described as follows:

1.5.2.1. For the teacher

- a) This research expects to help the teacher know the effectiveness of method and strategy in teaching deaf children.
- b) to know the capacity of the strategy in providing the speech development of deaf children to learning English.

1.5.2.2. For the researcher

- a) This research expects to be continued by other researcher in another focus that has not been covered in this research such as media which are used as a tool to cope the challenges that teachers are faced during the classroom practice.
- b) the further researcher could take some points of this research to be their references for their further research.