

# CHAPTER I

## INTRODUCTION

In this chapter, the research will present a brief introduction by explaining the background of the research as the reason why the research, the significance of the research, the scope and limitations and the definition of key terms.

### 1.1 Research Background

Language is one of the most basic means of communication (Brown, 2000). Once stated that learning a language is one of the most important things. In Indonesia, Language Learning is compulsory curriculum for students starting from elementary school, high school to college level. In fact, in the curriculum of schools with special needs (SLB), for example the deaf. This school is also almost the same as schools in general, where language study is mandated for students as part of the curriculum. In fact, we know that children with special needs actually have a little difficulty in learning language. This is due to the limitations they have.

A disability is the inability to carry out an activity in a way or within a range that is deemed typical for a human being. The inability to hear in one or both ears, whether completely or partially, is a common type of disability. Congenital or acquired, the causes of this disorder might range from genetics and birth problems to viral infections, ototoxic drugs, aging, and extended exposure to loud noises. The World Health Organization estimates that 32 million children and 360 million adults worldwide suffer from a debilitating hearing loss. The high incidence of this disorder emphasizes the necessity of all-encompassing public

health measures, such as prompt intervention, early detection, and the distribution of suitable assistive technology, such as cochlear implants and hearing aids. Furthermore, in accordance with rights of people with disabilities and the principles of inclusive development, addressing hearing impairment is crucial to guaranteeing equitable access to social participation, work, and education.

When someone cannot hear effectively, either fully or partially, they are said to be deaf. Hearing loss, which can range from slight to profound, is defined by the World Health Organization (2021) as the inability to hear as well as someone with normal hearing. One of the senses that is essential to facilitating interpersonal communication is hearing, as is well known. It is an integral component of the human body that enables the reception and processing of sound- based information for efficient social interaction. The particular educational demands of students with hearing loss may prevent them from attending ordinary schools. Higher educational expenditures because of the particular facilities and teaching strategies needed.

This is supported by an expression or statement Pramata (2014) in his research that the ability of deaf students to learn can be optimized by teachers who have the intention and ability to use the right methods, materials, and learning media. Students can overcome their hearing loss by having cochlear implants or using hearing aids. They can also use lip reading, or sign language and also use written or printed materials to communicate with others. In addition, it can be in teaching and learning.

For youngsters with hearing impairments, learning a language especially English is challenging. According to a number of studies, teaching English to deaf

pupils poses particular difficulties because of their restricted access to auditory input. According to Marschark et al. (2006), deaf students frequently have difficulty understanding English grammar and vocabulary since a large portion of the language is taught through spoken exchanges, which they are unable to fully access, furthermore, a lot of English words lack direct sign language equivalents, which complicates vocabulary learning. Deaf children must therefore need extra assistance and modified teaching strategies in order to learn English. These circumstances may also present challenges for educators, particularly if they are not specifically trained in inclusive language instruction or special education. Deaf pupils therefore require patience and creative teaching methods when learning and teaching English.

Deaf students face difficulties when learning English since their hearing loss impairs their comprehension and production of spoken language. During first visits to SLB Negeri 1 Buleleng, this problem was noted. Teachers reported terminology and sentence patterns. Additionally, Barent (2001) points out that deaf learners find it more difficult to learn the phonological components of English due to a lack of auditory experience. Therefore, to address their unique demands, effective and flexible teaching strategies are needed. Their language learning process is greatly aided by appropriate techniques, such as the use of visual aids and sign-supported instruction.

Teachers must be able to adjust their teaching methods, ranging from strategies, media, and teaching methods that can accommodate the special needs of students with special needs. Some methods that are often used include Audio Visual Media Learning Method, Sign Language, Multisensory Learning Method,

Contextual Teaching Method, and Total Physical Response. However, the effective of each of these learning methods is still debated among educational practitioners. In addition, the use of interactive learning media is one example such as e-books equipped with images, videos, and other interesting features that can increase the learning interest of deaf students. This media allows a more visual and interactive presentation of the material, in accordance with learning style of deaf students who are dominantly visual.

English is an international language that must mastered because it can be used in various academic fields, technology, and communication resources. According to Crysral (2003), English is a universal language that is frequently used for cross-border communication, particularly in the fields of research, education, and international business. By mastering English, deaf students can access in-school learning, online tutorials, and technology-based content such as apps and software that are not always available in Indonesian or their local language. Mastering English gives deaf students a greater opportunity to continue their education at an international level, participate in student exchange programs, and can increase their competitiveness in the workforce and also develop their talents internationally. Many global companies and educational institutions proficiency in English a key requirement.

English allows deaf students to interact with the global community, even including International Sign Language (ISL) users. This can expand their social and professional networks in various fields. With English proficiency, deaf students can read instructions, understand important information they encounter, and be able to interact with others without always having to rely on interpreters or

third-party assistance. The study, which is based on research by Fajriyya Juhaen (2020), highlights the significance of having teaching strategies customized to the need of children with special need and explores the difficulties teachers encounter when teaching English to them. Although this study shows the challenges and strategies in teaching English to students with special needs or more specifically to deaf students, this study was made in order to show some differences compared to other special schools. In essence, patience and creativity in finding the right way to teach English remains the main hope for English teachers for Deaf students.

According to the aforementioned, the junior high school level (SMP) pupils at SLB Negeri 1 Buleleng are the specific focus of this study. This school was chosen because of its well-organized English curriculum and the fact that deaf students actively participate in English learning at the junior high school level. Based on the research of several experts on English language teaching for students with special needs such as the deaf with the teaching methods used by teachers to teach English vocabulary to deaf students and to find out the result obtained by students from each method given by the teacher in teaching English vocabulary at SLBN 1 Buleleng.

Curriculum design plays a crucial role in ensuring that children with hearing impairments learning English effectively. In order to address the various learning requirements of children with disabilities, including the deaf, Indonesia's special schools use the Independent Curriculum, which is founded on inclusive principles and tailored techniques. Particularly when it comes to language development, this curriculum offers versatility in the way that learning materials

are presented. Through alternate communication means like sign language and digital resources, it covers ways to help deaf students comprehend, use, and improve their English language skills.

The curriculum's direct influence on how English vocabulary is taught and exercised in the classroom makes it relevant to our study. Using visual aids, assistive technology, and sign language, among other learning tools, the curriculum of SLB Negeri 1 Buleleng enables teachers to modify their methods based on the unique needs of their pupils. It is also simpler for researchers to get systematic classroom data because of the school's scheduled class schedules. This study focuses on junior high school students at SLBN 1 Buleleng, and findings suggest that visual aids like picture cards, films, and gestures are important in vocabulary instruction.

In order to determine how well teaching tactics enhance deaf students' acquisition of English vocabulary, this study will examine how well they correspond with the curriculum framework. Future curricular improvements are also anticipated to be influenced by this understanding, especially in inclusive and special education settings.

## **1.2 Research Question**

From the background description above, it can be seen that problem formulation in this study are :

1. What English teaching methods are used by teachers to teach deaf students at SMP SLB Negeri 1 Buleleng?
2. What obstacles do teachers face in the process of teaching English to deaf students?

### 1.3 Research Objective

1. To identify the English teaching methods are used for deaf students at SMP SLB Negeri 1 Buleleng.
2. To find out what obstacles teachers face in teaching English at SLBN 1 Buleleng.

### 1.4 Significance of The Research

This study has significant implications for teacher and students :

1. For Teachers

Teachers can create and carry out more successful lesson plans that are suited to the needs of their students by using the evidence-based technique this research provides for teaching English to students who have of employing interactive and visual teaching techniques. Additionally, the study is a resource for creating effective teaching methods, which aids teachers in honing their craft and adjusting to a variety of classroom settings.

2. For Students

This research addresses the learning needs of deaf students, ensuring they receive appropriate and accessible instruction in specialized classes in English lessons. By improving the quality of English language instruction, this research will improve their communication skills, academic achievement, and future career opportunities. The implementation of effective teaching methods promotes a more inclusive learning environment and a more inclusive and supportive learning environment, empowering deaf students to reach their potential in English.

### 1.5 Research Limitations

The analysis of instructional strategies specifically used by educators to help deaf students learn English and the challenges is the main purpose of this study. The targets of this study were Junior High School students of SLBN 1 Buleleng.

### 1.6 Operational Definition

#### 1. Deaf Students

People who have severe hearing loss that affects their capacity to understand spoken language in the absence of assistive technology or other forms of communication. Students with such impairments in primary and secondary schools are referred to by this word in this study.

#### 2. English Teaching Methods

Teachers need to be able to modify their lesson plans, media, and tactics to meet the unique needs of each student. Visual learning techniques, sign language, multisensory learning, contextual teaching, and total physical response are a few often employed approaches.