

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

English was very important for Indonesian education and English was not just a foreign language, but as global language that must be mastered. According to Rajathurai Nishanthi in her research “*The Importance of Learning English in Today World*” (2018), there were several factors why learn English very important such English is the International Common Tongue, as we know if we go to some countries we often use English to communicate. The second factor was Education in which we could see this one in many countries, where children were taught and encouraged to learn English as a second language. We could also find many curriculums in science, engineering and higher education filed are written in English. If we want to get more information about many things, or when we want to pursue higher education, or even as simple as getting a job at the national level, for all these things, English played a very important role that must be mastered. That was why all education circles in Indonesia were required to learn English which here English was the most influential language and one of the most used and dominating languages in the world. For this reason, all aspects of education in Indonesia must learn English including students with hearing impairment

Students with special needs in this study were students who had impaired hearing function which caused not being able to receive information from outside and conveyed appropriate information. Rohman (2019) stated that “ Deaf is a term that refers to the condition of a child's hearing organ or ear malfunction. This condition causes them to experience obstacles or limitations

in responding to the sounds around them". This was why student with hearing impairment difficult for them to communicate during the learning, students with hearing impairment could be divided into two categories, namely deaf or minimal of hearing. Deaf was a child whose sense of hearing was severely damaged so that the hearing was no longer functioning. While minimal of hearing was a child whose sense of hearing was damaged, but could still function to hear, both with or without using hearing aids. The deficiency they had could also be explained scientifically the origin of their illnesses whether it originated before birth (prenatal) or after birth (postnatal) and even due to accident. Because their physical limitations these students certainly had an education that has difficulty in communicating, both to the teacher and their classmate. but as we all knew in the 1945 Constitution Article 31 Paragraph 1 Affirming that "Every citizen has the right to education", so that it became a necessity for the government to organize education specifically for children with disabilities, including students who had minimal hearing, not only that, In RI Regulation No.20 of 2003 Concerning: National Education System, it had also provided an explanation for us how an education system was regulated properly, we could see in chapter 5 verses 1-4 state:1)Every citizen has the same right to obtain quality education. 2)Citizens who have physical, emotional, mental disorders,intellectual, and / or social are entitled to special education. 3) Citizens in remote or backward areas, as well as indigenous peoples who have been denied the right to receive special service education.4)citizens who have special intelligence and talent potential entitled to special education.

In other words students with hearing impairment needed to get proper education especially for learning English , from the results of preliminary observations where teachers who taught students with hearing impairment were very difficult to learn languages. that was why it was necessary to develop a understanding of students with disabilities, Marschark (2002:7) stated that

an underlying understanding of the nature of learning and development is an essential component to teaching children how to learn, regardless of whether they are deaf or hearing. This illustrated that how important the development of the learning process was for a student with hearing impairment, and in the process of developing learning processed student with hearing impairment the author tried to develop one of the multimedia applications based on Adobe Flash CS 6

by designing the material into the form of a video application that attracted students' attention in learning besides this media helped students in capturing lessons easier than without using the media at all, Utari (2016) stated that "through their sense of sight the deaf child tried to obtain information, for that all learning provided by the teacher should be illustrated in the form of a picture that explained the material provided or better known". Based on it the researcher found a way out to overcome the problem, where the researcher made an anime video based product through Adobe Flash CS6 related to English learning material in accordance with the existing curriculum, it was hoped that this multimedia attracted students' attention and interest in learning English. because according of observations by researchers, in SLB Negeri 1 Singaraja especially at junior high school, many students were bored with learning process and difficult to capture the material presented because in this case if the teacher wanted to find media for the learning process, all the teacher could do was only take videos through YouTube, as we all know that YouTube also had restrictions on video collections. In other words, sometimes the teacher couldnot access the videos according to the material which would be taught to students with hearing impairments. it was very limited.

That was why Adobe Flash Cs 6 was needed, so that later teachers could create material to be taught to students through video applications designed by the teacher, this way the media was not only helped students develop their knowledge but also helped the teacher in preparing the

material to be taught for example, teacher could create videos through simplified material by making interesting videos related to students' daily lives, Garreth (in Haryanto,2010 : 2) stated that the experience of a person's physical and psychological stimulus is not always perfect in relation to the intensity, frequency, effectiveness, sensitivity, and duration of time that sounds come from outside and can be heard by the ear. In other words, not all of children with hearing impairment at an early age were able to receive the information and able to be stored in the memory of their brains. From point of view by researchers, it was not attractive to increase students attention and enthusiasm in their learning process. They needed more than that which was something that could attract their attention in the learning process. For this reason researchers had idea to develop the Adobe Flash CS 6 application which used as interactive learning multimedia that would be used by teacher for learning process.

Mayer. (2016 : 1) stated that multimedia learning is learning from words and pictures. The rationale for studying multimedia learning is that people can learn more deeply from words and picture than from words alone. In other words, the presence of multimedia assistance in the learning process in the classroom facilitated students further in understanding the material discussed. Multimedia learning built mental representation of students with hearing impairment, the existence of animation tools that could be used to edit animated videos about the material discussed as attractive as possible. so it could be concluded rationally using multimedia in this study was that students could learn more deeply from words, images, or video animations rather than just learned it from the words. It was not only that multimedia could also be used as a medium for games that attracted the concentration of students before starting the lesson or as a medium for brainstorming.

For this reason Learning using information technology through multimedia helped foster interest in learning independently and helped developing students' creativity in study According

to Butcher (in Mayer, 2016:8) “*Multimedia principle is people learn better from words and pitcures than from words alone*” in his book he also revealed that there were three metaphors of multimedia learning the first one was response strengthening which meant multimedia was an exercises system, that was a system for practicing skills with feedback the second metaphor is information acquisition where this view entailed assumptions about the nature of what is learned, the nature of the teacher and the goals of multimedia presentations. The third metaphors of multimedia learning was multimedia learning as knowledge construction was where multimedia was a sense making activity in which the learner seeked to build a coherent mental representation from the presented material.

Richard (2016) stated multimedia that applied in this study was Adobe flash CS 6 where this application was the new version of the application that had been updated from the previous version, Adobe Flash CS5, Adobe Flash CS6 still had the same features as the previous version but in the CS6 version the features were easier to use and adjusted the needs. The completeness and the ability of this software in creating animation made this software used Flash animator. This software could help and facilitate user in making their work, like Video animation, presentation, make teaching compact disk (CD), and so on. with a variety of sufficient specifications of this application it would be possible for writers or teachers later to develop learning media to be created through this application. Adobe flash was a software which processed and making 2-dimensional animation based on vector images. Files generated from this software had a file extension and could be played on web browsers that have Adobe Flash Player installed. Flash used a programming language called ActionScript that appeared the first time on Flash 5.

Adobe Flash was a program specially designed by Adobe and a standard application program for professional authoring tools that were used to create very interesting animations. Flash

was designed with the ability to create reliable and lightweight 2-dimensional animation so that flash was widely used to build and provided animation effects. so the advantages possessed by Adobe Flash CS 6 is able to give a little good programming code that ran alone to set the animation that was in it, Adobe Flash CS 6 also had a small file size and could displayed with a screen size that could be adjusted with our needs. Therefore, the teacher should easy to use this application and must be able to attract students' attention, effectively and appropriate deliver the subject matter so that students could remember the process.

## **1.2 Research Question**

1. Why does Multimedia really need to be applied in the learning process of students with Hearing Impairment ?
2. How to make interactive multimedia (Adobe CS 6 ) for English learning students with hearing impairment ?

## **1.3 Research Significance**

### **1.3.1 Theoretical significance**

1. To facilitate SLB students in Singaraja in learning English

### **1.3.2 Practical significance**

1. Students

Adobe flash CS 6 helped students practice their english skills and will certainly attract them to a more enjoyable in their learning process

## 2. Teacher

Adobe CS 6 assisted teachers in preparing English material to taught to the students with hearing impairment from many variations of these application features

## 3. Institutions Education Curriculum Policy

This research was expected to produce a policy teaching curriculum with the application of media technology that helped the learning process of students with special needs.

## 4. Writer

Certainly writer gained new knowledge and experience during this research process, as well as skills that could be applied in the world of work later.

### **1.4 Research Scope**

The scope of this research was limited, only covering extraordinary schools in Singaraja and applied specifically to students who had special needs whose power of thinking was slower than normal students in general, the application of this product development only covered to extraordinary schools that applied English learning to their students.

### **1.5 Research Objectives**

The objective of this research formulated as follows

1. To develop multimedia based on Adobe Flash CS 6 animation Video as the learning media for student with hearing impairment in English material at SLB Negeri 1 Singaraja.
2. To implement the quality of Adobe flash CS 6 as learning media to help the student and teacher in their learning process

### **1.6 Research Assumptions and Limitation of the development**

The limitation of the development in this research as follows

1. This research was conducted in extraordinary schools with specifics for students with hearing impairment at SLB Negeri 1 singaraja in VII grade , so this product only designed in VII grade.
2. The product was developed as the prototype product only in which was still needed to be tired out in the future.
3. the media used was assumed to help students in their learning process and assist teachers in preparing the material to be taught, but the limitations in this case were inadequate school facilities.

The animation developed in this product was just a video animation without sound.

### **1.7 Product Specifications developed**

The product specifications developed in this study are Adobe Flash CS6 application as animation processing software, which will be applied to teach speaking material to students with special needs, Specific development that will be carried out on this Adobe Flash CS6 product is the appearance of attractive learning media in the design of the presentation, then the video and animation of flat icon design in the learning media are clear and easy to understand, which will

later facilitate teachers as users and students in understanding the material through development the media



### **1.8 The expected specification of the product**

The expected specification of this product in this research mentioned as follows,

1. Video animation will later be used as a medium in the process of learning English in students with hearing impairments
2. Adobe Flash CS 6 application is also expected to assist teachers in preparing learning material
3. Video animations are applied to create English learning materials for students with hearing impairment.

