

CHAPTER I

INTRODUCTION

This chapter contains the research background, problem identifications, the scope of the study, research question, research objective, and research significances.

1.1 RESEARCH BACKGROUND

Human as social beings certainly needs a communication device to do interaction in their social life. Generally, humans have five senses such as eyes for seeing, tongue for tasting, skin for feeling in touch, ears for hearing, and nose for smelling. From the five senses that humans have, ears for hearing ability is the main thing needed to support the communication process. The limitations in hearing that have been obtained since birth make deaf children ways to communicate become inhibited, the deaf children will never know how the people's ways to communicate which become the main cause of their limitations in communication. Deaf is the terms that are used for hearing loss in a person which is the major cause in delaying the process of developing their ability to speak in communication skills (Gürgür, 2014).

Basically, deaf children are no different from other children in general. According to Law No. 31, 1945 stated that every society has the same chance to get an education. Thus, disabilities students also have to get the same chance in terms of education, but the condition of the non-functioning hearing system normally becomes a differentiator between deaf students and students

in public school. Deaf students are students who have limitations that make them difficult in doing communication, the main cause is a problem with their hearing system. With their limitations, students with hearing impairment cannot be placed in regular classes in public schools in the learning process, therefore they really need special treatment to help them communicate, especially in learning new languages in education.

According to Adi, Unsiyah, and Fadhilah (2017) deaf students have several characteristics such as difficulties in catching or deliver verbal communication and directions, they also have an inability to hear which the main cause of hard to understand things in the form of verbal communication. Because of the limitations that they have, they often face difficulties in comprehending some words and understand its meaning which has similar lips movements, for example, the lips movements of meet and meat. Although if it is seen from the lips movement those two words look the same but actually they have a different meaning, this is the main factor that will lead them to misunderstand. Their difficulties in following things that communicated verbally also have an impact on the mistakes of their writing skill which can cause misconception.

Learning languages as a communication tool for deaf students is very necessary to assist them in communicating. Now days learning a foreign language, especially English as a lingua franca is very important to make communication easier. The Ministry of Education and Culture No. 060, 1993 that applied in Indonesia Education System mentioned English has already

been established as one of the subjects in a regular school that started from the junior high school level. Besides, English is also one of the subjects for students with special needs in segregations or in Indonesia known as Sekolah Luar Biasa (SLB). The limitations of deaf students became the teacher's challenge in teaching writing. Therefore, appropriate teaching techniques are needed to support their needs in learning writing.

Deaf students are hard to understand what normal people mean or say, thus, one of the activities they can do is to communicate using writing. In learning English for deaf students, seen from the limitations they have, writing is one subject that allows them to focus on. In learning English according to the syllabus, deaf students in grade 10 get descriptive text material. In learning descriptive text they learn from knowing related vocab, making simple sentences, and combining them into paragraphs. According to the teacher himself, students with special needs, especially deaf students, can understand quickly when their lesson is related to their environment in the real world, for example, descriptive text that they can describe something according to what they see directly such as by using relia. Outside schools, deaf students need to understand in writing to equip them to keep in touch with strangers, even though they can also use sign language or body language, however sign language cannot be understood by people in general.

The researcher conducted the study in SLB N 1 Gianyar because SLB N 1 Gianyar is the only school that focuses on deaf students in Gianyar. Besides, the English teacher in SLB N 1 Gianyar had 9 years of teaching

experience in the field of English for deaf students, thus the teacher already has enough experience to teach English to deaf students. Moreover, the teacher also has attended training for teaching English to deaf students. Based on preliminary observations, SLB Negeri 1 Gianyar has implemented the Ministry of Education and Culture No. 060, 1993 which English lesson has become a compulsory subject that students must learn. In a week they get English lessons for only 2 hours. The teacher was very confident in the techniques implemented when teaching descriptive texts for deaf students. It can be seen that by implementing these techniques students have been able to make simple descriptive paragraphs. Based on the preliminary interview, the teacher needed to determine specific techniques for teaching students with special needs, especially deaf students. In the teaching process, the teacher needed to adjust the situation of students in the class by modifying the technique with the help of teaching media. Because of the limitations they have, English lessons for deaf students only emphasis on vocabulary and writing the simple paragraph in the form of descriptive text.

In teaching deaf students, the learning process by selecting the right teaching technique, and assisted by fun media really needed to be considered to make the students easier in producing simple paragraph. Therefore, the main attention here is the teaching techniques used by the teacher in teaching writing to deaf students, namely by simplifying and adapting teaching techniques to the conditions of students in the classroom and the help of teaching media that are very relevant to the student environment. By implementing those techniques, students who are taught by the teacher can

already recognize adjectives that are related to describing people to combine several sentences into a simple paragraph. Besides that, in activities outside the classroom during break time they began to use these adjectives in communicating with their friends.

In the previous study conducted by Annette (2011) and Domagała-Zyśk (2005), the teachers use various techniques to teach Reading and Writing to Deaf Learners in Primary Schools including demonstrations, illustration, explanation, and sign language. The other study conducted by Muna (2014) found that visual media gives significant understanding for deaf children in the English teaching learning process. The other research that discusses teaching media also conducted by Xu (2018) showed that the use of teaching media is a method that often used to simplify the teaching and learning process but if the teacher uses the media excessively during the teaching and learning process, students will lose their focus in learning. Moreover, studies about the challenges that faced by the teacher in teaching deaf students conducted by Ristianti (2018) and Adi, et al, (2017) showed some of the challenges faced by the teacher are students' mistakes in understanding the words conveyed by the teacher in English because of their limited knowledge of vocabulary in English. Besides, in teaching students with special needs, the teacher difficult to get students' attention in learning.

This study focuses on the teaching techniques used by the English teacher in teaching writing to deaf students. Moreover, the study about the technique used in teaching writing to deaf students was still rarely

implemented, especially in Bali. Many research on segregations have conducted in Bali, however, the research that focused on teaching techniques for teaching English Writing with special needs is still rarely found especially to deaf students. Therefore, the researcher was inspired to make research that focused on the techniques used to teach writing for deaf students.

This study is urgent to be conducted because, in the National Education System, Indonesian students in segregations must take an English subject in their school, as what students in regular schools do. The English teacher of SLB N 1 Gianyar has been able to determine several teaching techniques to be applied in teaching writing to deaf children and supported by using several fun media so that the learning process becomes more enjoyable. Dealing with their limitations, because of sign language is not familiar yet for people in general thus, the only way to assist deaf students in communicating with the people around them is by written communication. Therefore, the researcher want to know more in detail about what the teacher's technique and how to implement the technique that used by English teacher in SLB Negeri 1 Gianyar in teaching writing to deaf students.

1.2 PROBLEM IDENTIFICATION

Based on the background of the study, there are several problems that can be identified as follows:

1.2.1 English is important to be taught to deaf students.

1.2.2 An enormous challenge appears in teaching deaf students, therefore choosing the appropriate technique is needed.

1.2.3 The preliminary observation at SLB Negeri 1 Gianyar showed the teacher taught English to deaf students in tenth grade using various techniques in delivering the material.

1.3 SCOPE OF THE RESEARCH

Based on the problems identified above, this research is limited to the technique used by the teacher in teaching deaf students. This research tried to analyze the teacher's technique in teaching English writing to deaf students and also the difficulties faced by the teacher in teaching activity with deaf students.

1.4 RESEARCH QUESTION

Concerning the study background, the research question in the present study is formulated as follows:

1.4.1 What are the teaching techniques used by the teacher in teaching English writing to deaf students?

1.4.2 What are the challenges faced by the teacher in teaching English writing to deaf students?

1.5 RESEARCH OBJECTIVE

Due to the research problem above, the purposes of this study are formulated as follow:

1.5.1 To describe the teaching techniques used by the teacher in teaching English writing to deaf students.

1.5.2 To describe the challenges faced by the teacher in teaching English writing to deaf students.

1.6 RESEARCH SIGNIFICANCE

The results of this research are expected to give a positive contribution in term of theoretical and practical significance:

1.6.1 Theoretical Significances

By conducting this research is expected to give information about the theory of teaching techniques that can be used to teach English writing with deaf students.

1.6.2 Practical significance

1. Other Researcher

The result of this study can be used as references by other researchers in conducting a similar study. In this study, the other researchers also can find the teaching techniques that can be implemented to teach English writing with deaf students.

2. School

The school can get consideration or reference for improving the development of English for deaf students. This research supports the government law about English has already been established as one of the subjects in the school which not only applies in regular schools but also to students with special needs in segregations or in Indonesia we called Sekolah Luar Biasa, (Ministry of Education and Culture Article No. 060, 1993).

3. Teacher

This research can be meaningful for the English special needs teacher. The teacher will get a reference to techniques of teaching English for deaf students. It can be motivation by the teacher to improve the teaching techniques implemented in the classroom.

