

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. In this chapter, it provides background of the study, identification of the study, the delimitation of the study, the research question, the objectives of the study, and the significances of the study. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Study

Teaching English as a Foreign Language (TEFL) refers to teaching English for the students who use English as their foreign language where they do not use it regularly in their daily basis. As one of non-English speaking countries, Indonesia considers that teaching English as important part for the development of science, technology, and aspects related to all for students' skill. From the statement mentioned, it is supported by Sukah and Wahyudi (1996) who stated that English is the first foreign language in Indonesia which is considered as important part for the purpose of absorption and development of science, technology, and cultural arts as well as to foster relationships with other nations in the world.

Likewise, English learners are divided into two kinds of student, the special need students and the non-special need students. The non-special need students refer to the average students who do not have any shortcomings in term of mentality and physicality. Besides, the special need students are the students who have special characteristics with other students. Regarding the statement mentioned, the special

need students have shortcomings in term of their mental and physical. To support the previous statement, Kosasih (2012) stated that special need students are defined as the students who need special learning because they experience physical, mental, intellectual, and emotional disorders.

The special need students are categorized into two groups. For the first group, it is problem in sensory motor which includes Hearing Impairment (*Hearing or Deafness Disorders*), Visual Impairment (*Visual Abnormalities or Visual Impairment*), and Physical Disability (*Physical Abnormalities*). For the second group, it is the problem in learning and behavior which include Intellectual Disability (*Learning Mental Retardation*), Learning Disability (*Learning Disabilities or Special Learning Difficulties*), Behavioral Disorders (*Naughty Students*), Gifted and Talented (*Gifted Students*), and Multi Handicap (*Disabilities more than one or Double Disorder*) (Santoso, 2012).

Additionally, teaching English for special need students is quite hard to be done by the teachers because they need special treatments. For each disorder, the teachers should apply various teaching method based on the students' needs. Based on those kinds of disorders mentioned above, the researcher is interested in investigating more about TEFL for hearing impaired students. Hearing impaired students are the students who cannot hear properly called as the deafness. According to Kosasih (2012), hearing impairment or deafness is a condition of the presence of functional damage from part or all hearing instruments or organs which cause deficiency or loss of hearing ability.

There are several reasons why the researcher chooses this topic of the study. Firstly, the researcher is interested on how to TEFL for hearing impaired the students by the English teachers. In fact, hearing impaired students cannot hear properly, and they are not exposed to sound well. That way, they do not know how to produce the sound well, and they get the difficulty to listen and read in terms of receptive skill in teaching English. On the other side, it also affects the productive skill such as speaking and writing. As another reason to choose this study topic, teaching English for non-hearing impaired students also still have many obstacles for teachers in TEFL among hearing impaired students. Therefore, there are many challenges for English teachers to teach English as a foreign language for hearing impaired students.

Based on the phenomena mentioned above, the researcher is interested in finding out the challenges along with the strategies in TEFL among hearing impaired students. That way, this research aims to encounter those challenges and strategies used by English teachers at one special school (SLB) in Yogyakarta.

Statements of the Problem

TEFL had been implemented at one private SLB in Yogyakarta In this SLB, over all, there are seven types of special need classroom. The first type of the students is type A in which the students who have a person's inability of students in vision or malfunction of the visual sense (Visual impaired). For the second type of students, it is type B which means that the students with a lack of hearing ability is caused by a malfunction of all the hearing instruments or organs used or without hearing aids (Hearing Impaired). The third type of the students is type C where the students have a

condition whose intelligence is far below average and characterized by limited intelligence and inability to social communication (Intellectual Disability).

Furthermore, it included the type C1 where the students' intellectual disability with mild level. In this case, the students still have possibility of obtaining the education.

Then, the type D students are types of student who unable have body to carry out their function caused by reducing ability of the limbs to carry out functions normally (Physical Disability). Besides, in type D1, the students' physical disability with mild level. Additionally, the students of type D can walk without using tools, speak firmly, and help themselves in their daily life activities. The last type of the students is Autism which the students with developmental disorder occur in students who experience self-closing condition.

Meanwhile, the researcher focuses on the problem from the English teachers' side. There are several problems faced by the English teachers during TEFL for special need students especially for hearing impaired students' needs. Based on the researcher's observation, the students with hearing impairment are difficult to hear a voice, or they may lack of their whole hearing ability. The impairment becomes a problem for the English teachers. As the reason, the English teachers is become more challenging in delivering the material to hearing impaired students. Thus, the researcher wants to know how the English teachers can convey the material correctly to the hearing impaired students so that they can understand what the English teachers have conveyed.

As another problem, it is the communication between English teachers and hearing impaired students in the class. From the statement mentioned, it is kind of the problem for English teachers because when the English teachers do not have a good communication with the hearing impaired students in the classroom, they are not know whether the hearing impaired students will understand the English lesson or not. In this case, English teachers must ensure that the hearing impaired students can receive the English material by having communication in the classroom. In order to overcome the problems explained above, the researcher highlights the challenging along with the strategies faced by English teachers in TEFL among the special need students on the hearing impaired students' needs. Based on the phenomenon above, it can be concluded that teaching English as a foreign language among special need students on the hearing impaired student do have some challenges and strategies for the English teachers.

Delimitation of the Problem

Based on the statements of the problem above, the researcher focuses on investigating the TEFL among hearing impaired students. Regarding the problem of this study, the researcher is interested to explore broadly about challenges faced by teachers to teach English as a foreign language. Moreover, the researcher find out the strategies implemented to solve it. There are several reasons why the researcher conducts this study. The main reason is considering the time constraint. Besides, the researcher does not have a lot of time to cover all the types of the special need students. The English teachers as participants are concerned only to teach in two level

schools, Junior High School and Senior High School for hearing impaired students. Therefore, the researcher will take two English teachers as the participants of this study, and the researcher only focuses on Junior High School level.

Research Questions

Based on the explanation above, the research questions are formulated as follow.

1. What are the challenges faced by teachers to teach English as a foreign language for hearing impaired students?
2. What are the strategies implemented by teachers to solve the challenges faced when teaching English as a foreign language for hearing impaired students?

Objectives of the Study

In line with the research questions above, the objectives of the study is served as follow.

1. To find out the challenges faced by teachers to teach English as a foreign language for hearing impaired students.
2. To reveal strategies implemented by teachers to teach English as a foreign language for hearing impaired students.

Significances of the Study

This study is aimed to give positive advantages for some parties namely special need English teachers, researcher, and other researchers.

For hearing impaired English teachers. This study will be beneficial for the English teachers especially for those who have challenges in teaching English as a foreign language for hearing impaired students. The results of this study might help

the others hearing impaired English teachers' to be aware about the challenges which they might face along with the strategies to solve the problem. Besides, this study can be useful for the teachers as a reflection to their teaching. Moreover, this study can be an evaluation for the teachers on how they should teach hearing impaired students in the future.

For the researcher. This study will be the answer of the researcher's own curiosity about the challenges and the strategies faced by English teachers when teaching hearing impaired students. Besides, the researcher can use this study as a consideration whether the researcher will become an English teacher at the special school (SLB) or not. Also, the researcher can know how to conduct the procedures in developing the research as his first research. Thus, this study also can help the researcher to apply this study information in the future.

For other researchers. This study will help other researchers who have the same topic to enrich their literature reviews on the challenges and the strategies faced by the teachers to teach English as a foreign language for hearing impaired students. Besides, the other researchers can use the findings of this study as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this study, it can also encourage the other researchers to conduct the study related to the same area of this study.

Outline of the Research

This study consists of five chapters. The first chapter presents the introduction of the study. It consists of background, statements of the problem and limitation of

the problem followed by two research questions and the objectives of the study as well. The significances and the outline of the research also be mentioned in this chapter one.

In the second chapter, it includes about the literature review of the study. It reviews about the definition of teaching English as foreign language and the definition of foreign language learners with in-depth explanation about the definition of hearing impaired students. Also, some review related to the challenges faced by the English teachers in teaching hearing impaired students and the strategies implemented by English teachers in teaching hearing impaired students. The following of the second chapter includes the review of related study and conceptual framework

The third chapter presents about methodology. Also, it discusses the data gathered and analyzed to answer the research questions. This chapter consists of six parts such as the research design, research setting, research participant, data collection method, data gathering procedure and data analysis.

The fourth chapter consists of finding and discussion. This chapter mention about the main of problem in the study. Besides, in chapter fourth discusses the challenges faced by the English teachers in teaching hearing impaired students and the strategies implemented.

The fifth chapter is the conclusion and recommendation of the study. The first part is the conclusion of the study based on the findings and discussion. The second

part is the recommendation of the study in which the researcher gives recommendation for people who obtained benefit from this study.