

CHAPTER I

INTRODUCTON

This chapter provides an introduction that concern with the research background, research questions, research purposes, research significance, scope and limitation, and terminology as elaborate in the following section.

A. Research Background

Taking a look in the educational field, English becomes one of the compulsory subjects to be taught. Teaching English as a second language has been a common issue in Indonesia where English is not their first language, especially when it comes to teach student with special needs such as deaf students. Therefore, all of deaf students with disabilities have a proper education in special school. It is known as *Sekolah Luar Biasa* (SLB) in Indonesia which is specifically designed for students with special needs to provide and support the needs of special education for them. According to Redbridge (2014), “Special education need (SEN) refers to an education for students with special needs with an environment that could facilitate the students with special needs.” One has to understand that students with SEN have special needs in terms of education. In Indonesia, the government establishes special schools for students with special needs, according to Law No. 72 of 1991 where it is stated that every child with disability has the right to go for an education. The special school will help to provide all the facilities for the students with disability and help them to learn. The curriculum of special

school is similar as regular school`s curriculum with adapting based on the needs of the students with special needs. Thus, special school is the school which is specifically purposed to give motivation for the special student with special education needs.

Based on Individuals with Disabilities Education (IDEA), there are 13 categories of children with special needs such as Autism, Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment (National Dissemination Center for Children with Disabilities, 2012). But, deaf student is the most case in Indonesia`s special schools. Deaf students are students with hearing loss that make it hard for them to perceive information in the form of sounds, and usually exhibit some form of articulation difficulty. Therefore, they have struggled in learning a new language especially in learning English. They face difficulties to understand new skills and study slower compared to other students of the same age. Cawthon (2001) stated that the learning process of deaf students entirely is difficult to learn English because children with hearing impairments much show the significant delay in phoneme production, vocabulary, and syntax. Therefore in learning a new language, the teacher should place the words in the first place to be learnt as known as vocabulary.

Teaching vocabulary is one of the foundations for the students to build their language acquisition before developing their language skills. Since many

teachers are ensure of the best practices in English vocabulary education, teaching English vocabulary for deaf students may be problematic because they don't know where to start when it comes to putting a focus on words learning in the classroom (Berne & Blachowicz, 2008). The English teacher of deaf students should be concerned that teaching English vocabulary is something new and different from student's native language (sign language). They also have to take into account that teaching English vocabulary for deaf students is different from regular students. Domagala-Zyks and Kontra (2016) strongly stated that some problems for deaf students are poor vocabulary and mistake in matching words. They also have some problems in learning foreign language vocabulary, and it's connected with the difficulties to master their national spoken language. Thus, teaching English vocabulary to deaf and hard-of-hearing students is not an easy job because they need several repetitions to understand lip movements and utilize words appropriately (Birinci, 2014).

Therefore, the process of teaching English vocabulary for deaf students is entirely difficult. Students with hearing impairment or hearing loss often show that they are unable to hear verbal directions that might be hard for them in learning especially in learning English vocabulary. According to Oyewumi (2008), "Deaf and hearing impaired students tend to be visual learners and this is difficult in an environment where much essential information is delivered exclusively by word of mouth." They cannot grasp certain words and their meaning because some words have similar lip movements that might cause them to misunderstand several ideas. Thus, the teachers of deaf students have

some challenges in teaching English vocabulary for deaf students. According to Mpofo and Chimenga (2013), “Teachers challenges in teaching deaf students that is the teachers need have special considerations to adjust to disabilities of their behaviors.” Also Kodiango and Syomwene (2016), found that two challenges for teacher in teaching hearing impairment such as, deaf in composition writing during English lessons and hearing impaired learners in answering comprehension questions in English lessons. Those issues affecting their language development in sense that they have less input for the language acquisition device (LAD) compare with the hearing students. Therefore, the language characteristic of deaf students is different; the sentence structure of deaf students is also different from regular students. So, Deaf students must be able to receive an education in their native sign language, regardless of the technology they use (World Federation of the Deaf, 2016).

In teaching English vocabulary for deaf students, the teacher needs to have special consideration to adjust students' disability behaviors (Mpofo & Chimenga, 2013). It refers to teachers' effort to adjust the material, media, and considering deaf students who are not able to learn listening and speaking skills, and the ways to make deaf students easier to learn writing and reading skills. According to Bedoin (2011), there are two basic approaches to educating deaf students: lip reading and sign language with the support of oral language. Yet, as principles of special schools for deaf students in Indonesia do not allow sign language in the process of teaching and learning, the special schools choose to use the lip-reading approach. This leads to consideration of what-if

situation of when the deaf students are not surrounded by people who can use and understand sign language. Therefore, the setting of the school's environment is entirely important.

Following the explanation above, a preliminary survey was conducted at SMALB-B Dharma Asih Pontianak. The proper name of "SMALB-B" has similar meaning to regular Indonesia's senior high school which called as "SMA", but in term of special education for deaf students. The school was categorized as exclusive school which had similar level of class: X, XI, XII. But specifically each level only had 1 class consist of 6 to 7 deaf students, and only had 1 teacher for each subjects including English subject. Based on permission of the headmaster and the teacher, the writer focus on the X grade of deaf students in a fortiori the research questions could be answer deeply cause of novice student's background and the teacher's background. There consist of 7 students (4 male, 3 female) at the age group of 12 to 13 years old. The deafness of deaf students was categorized as profound hearing loss (cannot hear over 90 dB, only can feel vibration) because all of them were born deaf but not muted.

Based on policy at SMALB-B Dharma Asih Pontianak, English is one of the compulsory subjects for deaf students, but they only learned English for 2 hours in a week. In addition, the teacher mostly focused on teaching English grammar rather than English vocabulary in reason of deaf students' low cognitive. Following that, the subject of English was applied since 2013 Curriculum (K-13) considering the needs of special students. Unfortunately,

there is no specific treatment for what the deaf students supposed to learn English vocabulary. It was also found that the English teacher only used lip-reading and gesture for transferring knowledge without considering any special strategies, techniques, and media in applying the English teaching practice in accordance with the curriculum. It happened due to the scarcity of English teacher for deaf students at SMALB-B Dharma Asih Pontianak. In addition, Permendiknas No. 16 of 2007 on Academic Qualification Standards and Teacher`s Competency, states “The academic qualifications of SDLB/SMPLB/SMALB teachers, must be have educational background at least diploma 4 (D-IV) or bachelor (S1) special education program or bachelor`s degree in accordance with subject being taught, and obtained form an accredited study program.” Yet, the school accepted English teacher without special qualification or called as non-certified special education English teacher to teach deaf students. Therefore, it was essential to know the teacher`s challenges and the reasons this case happened.

Furthermore, there are several published studies investigated on teacher`s challenges in teaching English for deaf students with different focuses such as challenges in teaching English lessons for deaf students; challenges of educating deaf student in learning English. The first study was done by Ristiani (2018) entitled *Challenges in Teaching English for the Deaf Students*. The result of the study showed that teachers experienced several challenges in teaching the deaf students such as getting students` attention, understanding words from students` lip movements, giving definitions and materials related to

students' prior knowledge. The second study was done by Adi, Unsiah, and Fadhilah (2017) entitled *Teaching Special Students: English Lessons for Deaf Students in Indonesia Special Junior High School*. It showed that the challenges of teachers in teaching English to deaf students as well as strategies for dealing with those challenges which they are having students' attention, interpreting words from their lip gestures, providing meanings and example, differentiating similar words in different ways, and present materials relevant to students' prior knowledge. The last study was done by El-Zraigat and Smadi (2012) entitled *Challenges of Educating Students who are Deaf and Hard-of-Hearing in Jordan*. As a result, the study showed that educating students who are deaf and hard-of-hearing is challenging. A lack of remedial and education programs, insufficient teachers, under-equipped school, and a lack of instructional and evaluation tools was among the challenges.

By concerning the explanation and previous published study above, the differences of this study focused on the challenges and efforts in teaching English vocabulary for deaf students because the teaching of English vocabulary is compulsory for deaf students same as regular students who required learning English at the same level and curriculum. Meanwhile, as deaf students have a hearing problem, they need a particular way to learn and particular English teacher to teach. But in this case, the English teacher has no such a special education background and experiences or called as non-certified special education English teacher. Thus, the writer was inspired to find out the challenges faced by non-certified special education English teacher in teaching

English vocabulary for deaf students and the teacher's efforts to face those challenges with title "*Teacher's Challenges and Efforts in Teaching English Vocabulary For Deaf Students (A Case Study of Non-Certified Special Education English Teacher at SMALB-B Dharma Asih Pontianak)*" by conducting qualitative case study using interview and observation to collect the data and analyzed by using Miles & Huberman (1994) theory which consist of data condensation, data display, and conclusion drawing/verifying. In addition, the writer also utilized the data triangulation to cross-check the trustworthiness of the data.

B. Research Questions

In line with the background above, the research questions are formulated as:

1. What are the challenges faced by non-certified special education English teacher in teaching English vocabulary for deaf students?
2. What are the efforts that non-certified special education English teacher do to face the challenges in teaching English vocabulary for deaf students?

C. Research Purposes

The purpose of the research is in line with the formulation above as follows:

1. To find out the challenges faced by non-certified special education English teacher in teaching English vocabulary for deaf students.
2. To find out the efforts that non-certified special education English teacher do to face the challenges in teaching English vocabulary for deaf students.

D. Research Significance

It was expected that the result of the study could give additional information to the teachers so they can know the challenges that might be appeared and how to resolve the problem earlier by choosing the appropriate ways to teach English vocabulary for deaf students. In side that, this study would also be beneficial for the school because it provided information that can give input for the school in improving the quality of education especially in English vocabulary for deaf students. In addition, this study would also be beneficial for further researchers. It provided information that might be needed and they can take some points of this study to be their references for their further research. This study was also expected to be discussed more deeply by further researchers with the similar topic but in different point of view, especially one for deaf students.

E. Scope and Limitation

This case study focused on the teachers` challenges and efforts in teaching English vocabulary for deaf students at SMALB-B Dharma Asih Pontianak. The writer decided to limit the study to the non-certified special education English teacher who taught English at grade X. The study would be done by implementing the procedures: interview and observation. By this strategy, the researcher could be able to find out the teachers` challenges and efforts in teaching English vocabulary for deaf students at SMALB-B Dharma Asih Pontianak.

F. Terminology

1. Deaf students

Deaf students are those who have hearing loss partly or completely or even at a certain level of deafness which affects the ability of the students in processing and producing information in form of sounds.

2. English vocabulary

English vocabulary is a basic cornerstone of learning English which plays an important part in English learning because it is an essential skill for learning to read, speak, and write for deaf students.

3. Non-certified special education English teacher

Non-certified special education English teacher is an English teacher who teaches in special school which is not by the special education background and has not supported by certification of special education training.

4. Teacher's challenges

Teacher's challenges refers to situation that are difficult to overcome by the teacher in teaching English vocabulary for deaf students.

5. Teacher's efforts

Teacher's efforts refers to an attempt for the purpose of dealing with the challenges in teaching English vocabulary for deaf students.