

CHAPTER I

INTRODUCTION

In this chapter, present six topics related to this study. Those include background of the study, research questions, research objectives, significant of the study, scope and limitation, definition of key term, and organization of study.

1.1 Background of the Study

Education is a significant aspect in our life. With conducting the education, the people will know about many things that can make their life better than before. Education has a meaning as the efforts which are done by someone or a group of people in order to be adult people or get better life or higher life (Sudirman, 1992: 4). Based on Webster as cited in Hasbulloh (2005: 9) states that “education is the process of training and developing the knowledge, skill, mind, character, etc, especially by formal schooling.”

The education gives many contribution in making people life around the world better than before. The education help the people improve their skill and ability. This statement according to regulation No. 20/2003 of National Education System: article 3 states as follows:

The functions of national education is to develop ability, character, and civilization’s value of the nation for enhancing nation, with purposed for developing learners potential in order to become person who faithful and

pious only to God, who have noble morals, healthy, knowledgeable, competent, creative, independent, also become citizen who are democratic and responsible (Indonesian Ministry of Education, 2006).

The government tries to create the generations who are knowledgeable, competent, creative, and independent. To get education, the government guarantees to all Indonesian citizens have same right without any exception. It is proved by regulation No. 20/2003 of National Education System: article 5, point 1 & 2 those are: Every citizen have same right to get quality education. The citizen who are physical disorder, emotional, mentally, intellectual, or social disorder has right to get the special education (Indonesian Ministry of Education, 2006).

In this era, based on the law about the right for every citizen to get education above, the government decide nine year compulsory education program. This statement is proved by regulation No 47/2008, article 3 ; The implementation of compulsory education program in formal institution at least in based level of education include elementary school (SD/MI) and intermediate level of education include junior high school (SMP/MTS). (Indonesian Ministry of Education, 2008). It means that the government compulsory to all Indonesian citizens can get education at least until junior high school level. To support this nine year compulsory education program, the government provide the education facilities and school building.

Not only that, to support nine year compulsory education program, the government guarantees education expense, especially in elementary school level. This statement according to regulation No 47/2008, article 9 “Central and local government in Indonesia guarantee the implementation of compulsory education program at least in elementary school level free expense (Indonesian Ministry of Education, 2008).”

To support compulsory education program, beside applying regular school, the government also applies the school for student with special needs. The school for student with special need is called ‘SLB or Sekolah Luar Biasa’. This statement according to regulation No 1/2008 ; The special education is education for students who are have difficulty level when they in the learning process, because they have physical, emotional, intellectual, social disorder, or students with special need. This special education is applied for visual impairment students, hearing impairment students, mental retardation students, orthopedic impairment students, also emotional and behavior disorder students at SDLB, SMPLB, and SMALB (Indonesian Ministry of Education, 2008).

If we are talking about students, they are not only normally students/regular students, but also children with special need or diffable students. The students of SLB are the unique people. Kosasih (2012:1) states that “ The students with special need can defined as a child who have impaired physical, mental, intelligence, and emotions, so they require the special education.” The students with special need certainly have

difficulties when they following the learning process. Although they have physical limitation, they need to develop creativity in order to have good achievement as like as normally students. The government also sets up same curriculum between students with special needs and normally students. English lesson also included in curriculum of SLB, especially in junior high school level of SLB.

In this research, the writer wants to explore how the process of learning English by hearing impairment students is. It is interesting to study it because the process of learning English by students with special need is very difficult than it is for normally students. This is particularly useful for those who need a mix of visual and kineasthetic activity. Sometimes, the teacher using sign language for communication with hearing impairment students every day is a must in the school. Sign language is the same as speech and is used instead of speaking, whereas gestures are mostly used while speaking (Yuli, 2006:172).

To understand about the lesson, the students with hearing impairment should know the strategy. If the best strategy can be realized optimally, it can deliver the students into a fun learning process (Hidayat, 2009:7). Usually the teacher use sign language to convey the purpose of the lesson. Recognize that language processes listening, speaking, reading, and writing may develop simultaneously and that literacy skills should not be delayed in favour of the development of listening and speaking skills. For learners who are hearing impairment, literacy skills need to be

developed along with sign language communication skills (Brokop and Persall, 2009: 4).

Issues of teaching and learning of diffable students have been investigated by some researcher. The first previous study was done by Rahman (2010). In her research, she describe the effectiveness of using photos as media to improve the deaf students' ability. That research only focus on using photos. The result of that research is using photos is effective to improve the deaf students' ability in writing English vocabulary. The second previous study was done by Santi (2013). Her research describe the teacher support and students' learning. Her research only focus on visual impairment students. The result of her research, memorize is best strategy in learning English for visual impairment students. Actually, students with visual impairment still easy to understand verbal language, its different with students with hearing impairment. Children with hearing impairment have difficulties in verbal language, therefore children with hearing impairment have difficulty in following the educational program (Firman, 2012:2).

Based on explanation above, the researcher of this research conducts the research in SLB B Negeri Tulungagung because all of students in this school are hearing-impaired students. The research focuses on learning strategies of hearing impairment students. The researcher conduct the research entitled: *"A study on the strategies in learning*

english of the hearing-impaired students at Sekolah Luar Biasa (SLB) B Negeri Tulungagung in Academic Year 2016/2017”

1.2 Research Question

Based on the background of the study, the following research problems are formulated:

1. What are the strategies in learning English used by hearing-impaired students at SLB B Negeri Tulungagung?
2. How do the hearing-impaired students at SLB B Negeri Tulungagung use the strategies in learning English?

1.3 Research Objective

Based on the research problems above, the research objectives are as follows:

1. To find out the hearing-impaired students' strategies in learning English.
2. To find out how the hearing-impaired students use strategies in learning English.

1.4 Significance of the Research

The result of the study is expected to be contribution for :

1. The teacher of SLB

This study is expected to give contribution for the teacher as reference to improve their competence in teaching English, especially for hearing-impaired students.

2. The future teacher

This research as addition knowledge for the researcher and society. So can as reference on choossing appropriate learning English strategy.

1.5 Scope and Limitation

The research is intended to analyze the learning strategies employed by hearing-impaired students in learning English. This research focuses on the strategy used by hearing-impaired students to learn their English vocabulary. Because in Sekolah Dasar Luar Biasa (SDLB) level, the students did not get English lesson. So, in Sekolah Menengah Pertama Luar Biasa (SMPLB), the students need appropriate strategy on learning English.

1.6 Definition of Key Terms

From the reseach problems above, this study focuses on hearing-impaired students' strategies in learning English at SLB B Negeri Tulungagung. To avoid ambiguity and misunderstanding, some of key terms that used in this research are need to be defined as follows :

1. English Learning Strategies

Learning strategy is a set of plan or manner taken by the students in order to understand the lesson (especially in English language lesson) and help the students to solve the problem when they learn.

2. Hearing-impaired students

Hearing-impaired students are students who have condition in which cannot hear something.

3. Vocabulary

All of words which known and used by a particular person.