

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

The growth of communication all over the world brings the need of knowledge of foreign language especially English (Mydans, 2007). Not only hearing people but also children with hearing impairment need the knowledge of English as foreign language (EFL). By learning it, children with hearing impairment are able to open their mind, have a tool to communicate with others, and get an access to different sources of information e.g. internet (Domagala, 2003).

Nowadays, teaching EFL to children with hearing impairment is still a challenge for teachers (Dotter, 2008). In terms of language, children with hearing impairment have limited language ability as compared to hearing children peers (Moore, 2001). Therefore, children with hearing impairment need different kinds of language learning treatment compared to hearing children.

A research conducted by Ullman and Gopnik (1999 cited in Murphy and Odd, 2010) shows that there were some language errors identified from children with hearing impairment, particularly in their writing. This study was coded for regular and irregular *-ed* inflection, and phonological and lexical errors on the stem with and without inflection and other. The results indicate that most of the children have many

grammatical errors, for examples; *look horseman jump horse gate jump down; the man are a sit horse jumping; the girl are.*

Although children with hearing impairment have limitations, teachers still have to make them reach their goals in studying. Moores (2001) suggests that instead of thinking of children with hearing impairment limitation as a defect, teachers should perceive them as a unique pattern of characteristics of children with hearing impairment. Other professionals must also direct their energies to identify and build on the strengths of those children. In line with this statement, Andrews, Leigh, Weiner (2004) cited in Moores (2001) state that teachers of children and teenagers who have hearing impairment must be knowledgeable about their characteristics, needs, and abilities so that they can provide appropriate classroom activities.

Although there are many studies about teaching EFL for children with hearing impairment, the research which focuses on the particular classroom activities for them is still uncommon. For example, a study conducted by Royle (2008) shows that the curriculum modifications provide teachers with support when planning and organizing English lessons that can foster interest in another culture. Nevertheless, there will be hearing-impaired children who cannot benefit from the course, depending on the extent of their hearing loss. Alternative ways of learning a foreign language for children with an auditory impairment must be explored. Therefore, this study investigates the teaching of English as foreign language for children with

hearing impairment especially in the classroom activities. The purpose of the study is to find out the EFL classroom activities used by the teacher including the teacher's considerations and the challenges faced by the teacher in designing and implementing the activities.

## **1.2 Research Questions**

This study attempts to answer the following questions:

1. What EFL classroom activities are applied by the teachers for 8<sup>th</sup> grade students?
2. What are the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment?
3. What are the challenges faced by the teacher in designing EFL classroom activities for children with hearing impairment?

## **1.3 The aims of the research**

Essentially, this research is conducted to find out the portrait of teaching English for children with hearing impairment. The aims of this research are:

1. To identify and describe the EFL classroom activities applied by the teacher for 8<sup>th</sup> students.

2. To describe the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment.
3. To describe the challenges faced by the teacher in developing EFL classroom activities for children with hearing impairment.

#### **1.4 Significance of the research**

This study is expected to provide theoretical, practical, and professional benefits. Theoretically, the research findings can be used to enrich the theories and methods in teaching English to children with hearing impairment, especially in designing classroom activities.

Practically, the research findings will be beneficially useful for the readers who are interested in teaching EFL to children with hearing impairment, especially in designing classroom activities.

For the professional benefits, the findings can be used as a consideration for the school or teacher of children with hearing impairment to improve the teaching EFL for children with hearing impairment, especially in designing the classroom activities.

#### **1.5 Scope of the research**

This study limits the investigation into three concerns; (1) the classroom activities used by the teacher in teaching EFL to children with hearing impairment,

(2) the teacher's consideration in designing and implementing the EFL classroom activities for children with hearing impairment, (3) the challenges faced by the teacher in designing EFL classroom activities for children with hearing impairment.

### **1.6 Clarification of terms**

1. Hearing impairment is hearing disability precludes successful processing of linguistic information through audition, with or without hearing aid.
2. Young learners are those who learn English who have specific characteristics, needs, and abilities compared to adult learners.
3. Children with hearing impairment are children who are hard of hearing. The impacts of the hearing impairment depend on the hearing level.
4. Classroom activities are sets of activities that cover a period classroom time, usually from forty to thirty minutes.

### **1.7 Paper Organization**

This paper presents five chapters, as follows:

#### **CHAPTER I : INTRODUCTION**

In this chapter, the paper elaborates the background of the study. It discusses how teachers who teach English as foreign language to children with hearing impairment design various activities to be applied in the teaching learning process,

the EFL classroom activities used by the teacher, the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment, and the challenges faced by the teacher in designing the EFL classroom activities were figured out.

## CHAPTER II : THEORETICAL BACKGROUND

This chapter discusses some theories about hearing impairment and children with hearing impairment, children with hearing impairment and language skills, EFL classroom activities for young learners, and EFL classroom activities for children with hearing impairment.

## CHAPTER III : RESEARCH METHODOLOGY

This chapter gives brief explanation of the sample and population, the data collection and the procedures, and the data analysis.

## CHAPTER IV : FINDINGS AND DISCUSSION

This chapter discusses the findings of the study and analyzes those findings in discussion. It portrays the classroom activities used by the teacher, the teacher's considerations in designing and implementing the EFL classroom activities for

children with hearing impairment, the challenges faced by the teacher in designing the EFL classroom activities.

## CHAPTER V : CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on findings and discussion from chapter IV and some suggestions for further study to find effective methods of teaching foreign language to children with hearing impairment.

