

CHAPTER I

INTRODUCTION

The chapter provides introduction of the study which covers the background of the study, the research questions, the aims of the study, the scope of the study, the clarification of related terms, and the organization of the paper.

1.1 Background of the Study

Instructional materials are contents of teaching and learning process (Richards & Rodgers (1986) cited in McGrath, 2008). They refer to what students do and learn and also what the teacher gives to teach. As the main point of teaching and learning, the materials are very essential because teaching and learning process can not be conveyed without materials. If there is no teaching material, it means that there is no teaching and learning as well. Therefore, instructional materials are important elements within a curriculum (Nunan (1991) cited in McGrath, 2008) and they become the main topic that is discussed in the study.

There are many sources of instructional materials which can be used or conducted for teaching and learning process. However, practically it can not be guaranteed that all materials fit the students' need. There are instructional materials which can not fulfill students' need. According to Carter and Nunan (2001), actually there is no course book that is ideal for a particular group of students, so the instructional materials should be developed.

In developing a curriculum, there are many steps to do. According to Taba's model cited in Idi (2009) and Richards (1995), there are at least seven steps which should be conducted. Two of them are selecting contents and determining learning experiences. Richards (1995) puts the steps into syllabus design which belongs to the materials selection process. Selection of language learning deals with a process of choosing unit, method, and procedure which is considered as the most appropriate to the learners, (Mackey, 1965 cited in

Annisa Syamrotul Puadah 2014

ENGLISH TEACHING MATERIALS SELECTION FOR DEAF IN A PUBLIC SCHOOL FOR STUDENTS WITH SPECIAL EDUCATION NEEDS (SEN)

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Richards, 2001) including for learners who have impairments and speciality. Students with impairments are called Special Education Needs (SEN) students. (Warnock, 1970 cited in Hodkinson & Vickerman, 2009).

Special Education Needs (SEN) students are those who have learning difficulties and need special education (The 1944 Education Act of England). The SEN students include handicapped children. According to the 1944 Education Act of England (Hodkinson & Vickerman, 2009), there are ten kinds of handicap which are categorized as SEN including deaf and hard of hearing learners who become the focus of the study. Deaf and hard of hearing learners need special education and related services (Fallen & Umansky, 1985) including instructional materials. The exceptional learners can apply curriculum used by hearing students but they also need learning experiences and tasks which are different from normal students because they socially and educationally have difficulties (Kirk, 1962) and there are materials that are not relevant to deaf and hard of hearing learners. Kirk (1962) also states that the teacher needs to modify materials which are used by the normal children in order to fulfill deaf and hard of hearing learners' needs. Materials modification is needed because in Indonesia there is no textbook which is specifically arranged for SEN students.

As a result, teacher needs to develop appropriate materials for deaf and hard of hearing students by selecting materials from several resources which are expected to fulfill students' need based on their characteristics. One of the materials which is considered to be the most appropriate for deaf and hard of hearing students is visual material (Easterbrooks & Stoner, 2006) because according to Marschark & Spencer (2003) and Eisner (2012), deaf and hard of hearing students are visual learners. Besides, they also need special treatments and equipments which are different from hearing students based on their characteristics, such as hearing aids.

Therefore, the study aims at finding out resources and learning aids which are used by an eight grader English teacher of deaf and hard of hearing learners and investigating what the teacher does if she finds the selected materials

irrelevant. It focuses on what the teacher does in selecting materials for deaf and hard of hearing learners.

1.2 Research Questions

This study is expected to answer these following questions:

1. What resources and learning aids does an eighth grader English teacher of an *SLBN-B* in Bandung use for teaching and learning materials?
2. What way does the teacher do if the selected materials are not relevant to deaf and hard of hearing students?

1.3 Aims of the Study

Relevant to the research questions, the study aims:

1. To find out resources and learning aids utilized by an eighth grader English teacher to teach deaf and hard of hearing students at an *SLBN-B* in Bandung.
2. To investigate the way which is conducted by the teacher if the selected materials are not relevant to deaf and hard of hearing students?

1.4 Scope of the Study

The study focuses on English teaching materials selection processes which are done by the teacher. It is expected to find out what resources and teaching-learning aids that are used by the teacher and the stages which are conducted by the teacher to select appropriate materials for deaf and hard of hearing as Special Education Needs (SEN) students at *SLBN-B* in Bandung based on their characteristics.

1.5 Significance of the Study

The study is expected to bring benefits in three perspectives. These are the following benefits:

1.5.1 Theoretical Perspective

Theoretically, the study is expected to provide theories, literatures and reference for further researches which relate to materials selection processes which are conducted by teachers for deaf and hard of hearing students. Besides, it is also desiderated to give references about characteristics of deaf and hard of hearing students.

1.5.2 Practical Perspective

The study is expected to be able to provide information on how teacher who teach deaf and hard of hearing students selects materials for teaching and learning process. In addition, it provides information about what materials which are conducted and selected by the teacher to fulfill special education needs (SEN) students' learning.

Furthermore, it is expected to give information and additional knowledge of alternative materials that are used for deaf and hard of hearing students in teaching and learning process.

1.5.3 Professional Perspective

The study is expected to confer essential references or considerable information for teacher or educator in the classroom activities, training or other occasions to select instructional materials for special education needs (SEN) students, especially deaf and hard of hearing learners.

1.6 Clarification of Related Terms

The following are clarification of related terms applied in the study which contain of key or main terms:

1.6.1 *Materials Development*

According to Tomlinson (1999), materials development is anything which is done by a materials developer to provide sources of language input and information which are applied for supporting language learning.

1.6.2 *Materials Selection*

Material selection deals with the choice of appropriate units of the language for teaching purposes and with the development of techniques and

procedures by which the language can be reduced to that which is most useful for the learners (Mackey, 1965 in Richards, 2001).

1.6.3 *Deaf*

Deaf –whether medically or audilogically- is a person has little or no functional hearing and depends upon visual rather than auditory communication. (The Canadian Association of the Deaf (2012, can be retrieved from <http://www.cad.ca>)) The hearing loss in Deaf is above 90 dB.

1.6.4 *Hard of Hearing*

Hard of hearing people are they who have significant loss of hearing but still have some residual hearing. (RCEP7 and Curators of the University of Missouri retrieved from <http://dps.missouri.edu/resources/Handbook/deaf-drft.pdf>). The hearing loss in hard of hearing people is from 26 dB to 90 dB.

1.6.5 *Special Education Needs (SEN) Students*

Special Education Needs (SEN) students are students who have learning difficulties and need special education (The 1944 Education Act of England in Hallahan et. al 2012).

1.6.6 *SLB-B*

The abbreviation of *Sekolah Luar Biasa - B*, it is a school which is held by the government or other institution to accommodate learners with special needs on hearing impairment.

1.7 **Organization of the Paper**

This paper consists of five chapters and two additional chapters which are organized based on these following sequences:

This paper is started by **Chapter I**, the introduction chapter that provides a brief description of the paper which covers the background of the study, the research questions, the aims of the study, the scope of the study, the significance of the study, clarification of terms, and organization of the paper.

Then, **Chapter II** presents theoretical foundation and previous studies which are relevant to the research. This chapter discusses materials development and deaf and hard of hearing learners.

Then, **Chapter III** is Research Methodology. This chapter covers the methodology used in the research containing research design, site and participants, data collection, and data analysis.

Chapter IV provides findings and discussion of the data collected. The findings and the discussion of the data were obtained from document analysis, questionnaire and interview.

The last main chapter, **Chapter V** presents conclusions and suggestions. This chapter presents conclusion based on findings and discussion and also suggestion for future research.

The paper also has **Bibliography** and **Appendices**.