

CHAPTER I

INTRODUCTION

This first chapter presents the introduction of the research paper. It is devoted to several parts namely background, statement of problems, aims of the study, the scope of the study, the significance of the study, clarification of terms, and organization of paper.

1.1. Background

English is an important foreign language that plays a significant role in the context of education. The importance of English leads people to study English for different needs and purposes. Those differences directly are accommodated through the variety of teaching activities used by the teacher in delivering the materials in language learning. Pinter (2006) states that teachers need to develop successful activities based on students' needs in language learning. In line with that statement, Harmer (2007:102) argues that teachers need to try to match the activities they take into lesson with the students they are teaching. Thus, the statements above suggest that it is important for the teacher to consider the students' need in selecting activities to deliver the materials.

In fact, every student has different needs which need to be taken care of. Interestingly, there are some students with difficulties, disorders or disabilities. There are many types of disability or special needs disorders could be faced in the classroom. One of the disorders is vision impairment. Joy (2010) states that vision

impairment is a generic term that covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired. Moreover, she adds that vision impairment can be caused by diseases, trauma, or an inborn or degenerative condition that cannot be corrected by conventional way. The students with vision impairment have limited skills for learning, in this case learning English. Thus, education can be a difficult process for the people who have a significant limitation of visual capability (Joy, 2010). Furthermore, Newman (2004:12) emphasizes that students with special needs often need more help, stimulation, and encouragement to develop skills than other students. It can be concluded that teaching English to disabled students are different from teaching the normal one since they have diverse abilities and learning needs. These differences could be on the teaching activities developed by the teacher.

Because of the limitation in their vision, students with vision impairment are better to learn through audio and oral way. Therefore, one of the English language skills which is considered to be the most required in teaching to visually-impaired students is speaking. However, there are some problems in teaching speaking in the class because the ability to speak English is a very complex task considering the nature of what is involved in speaking (Widiati and Cahyono, 2006:278). Along with the ideas above, Kayi (2006) as cited in Wulandari (2011) proposes:

Teaching speaking is teaching students to produce the English seech sounds and sound patterns; use word and sentence stress; intonation patterns and the rhythm of the language; select appropriate words and

sentences according to the proper social setting, audience, situation, and subject matter; organize thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency.

By considering those complexities, one aspect in teaching speaking which is important for teacher to be taken care of is the development of activities.

To conclude, this study is concerned with the teaching speaking activities which were conducted by the teacher in a special needs class with visually-impaired students and investigate visually-impaired students' responses to the implementation of teaching speaking activities conducted by the teacher.

1.2. Statement of Problems

This research was conducted to find the answers to the following questions:

1. What are the activities used by the teacher in teaching the speaking skill in a special needs class with visually-impaired students?
2. What are the students' responses to the implementation of teaching activities conducted by the teachers in a special needs class with visually-impaired students?

1.3. Aims of the Study

This study was conducted to obtain information related to the research questions. This study is aimed at (1) investigating the activities used by the teacher in the teaching speaking skill in a special needs class with visually-

impaired students; (2) discovering how the students' responses to the implementation of teaching activities conducted by the teachers in a special needs class with visually-impaired students.

1.4. Scope of the Study

The main focus of the research is the activities conducted by the teacher in teaching the speaking skill to student with vision impairment in a special needs class. In order to limit the focus of the research, it only focused on an English teacher in a second-grade of senior high school level of visually-impaired students in Bandung.

This study also investigated the students' responses to the implementation of teaching activities conducted by the teachers in a special needs class with visually-impaired students.

1.5. Significance of the Study

The results of the study are expected to provide a comprehensive description about the activities used by the teacher in teaching speaking skill to students with vision impairment. By doing so, it is also expected to make valuable contributions to the improvement of teaching English to students with vision impairment. In addition, this study is expected to be beneficial for others who will do the study in the same field.

1.6. Clarification of Terms

To avoid misconception, in this study several terms are clarified as follow.

1. Teaching activities are a unified set of action or something to do in the classroom as the learning process of students provided by the teacher. (Cameron, 2001:22). However, in this study teaching activities include any activities which are conducted by the teachers in teaching speaking skill in the classroom with visually-impaired students.
2. Speaking skill means productive skill in the oral mode. In this study speaking skills are learned by vision impaired students through any activities conducting by the teachers.
3. Speaking activities refer to what Harmer (2001:87) said that students are using any and all the language at their command to perform some kind of oral task. In this study, it means that all tasks which should be completed by the students, such as language games, conversation and discussion.
4. Visually-impaired students refer to students who medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed.

1.7. Organization of Paper

The paper is organized in order to make the paper arranged systematically.

This paper is organized into five chapters as follows.

1. **Chapter I**

The first chapter is an introduction of the study that consists of background, statement of problems, aims of the study, the scope of the research, the significance of the study, clarification of terms, and research paper organization. This chapter functions to connect an empty space between the readers and the writer at the beginning (Moriati, 1997:84 cited in Emilia, 2009:140)

2. **Chapter II**

This second chapter deals with review of related literature. It covers the theories that are relevant to the present study, which are (1) visually impairment students, which starts from the definitions of vision impairment and the learning characteristics of students with vision impairment; (2) teaching English to visually-impaired students the activities in teaching speaking to students with vision impairment.

3. **Chapter III**

Chapter III is research methodology. This chapter functions to give a comprehensive description about research procedure and how to analyze the data (Calabrese, 2006 cited in Emilia, 2009:188). It deals with research method which covers formulation of problem; research design; research site and participant; data collection techniques such as classroom observation, interview and questionnaires; data collecting procedures; and data analysis.

4. **Chapter IV**

This chapter discusses the research findings and discussion. The research finding elaborates the activities used by the teacher in teaching the speaking skill in a special needs class with vision impairment students and the students' responses to the implementation of teaching activities conducted by the teachers in a special needs class with vision impairment students.

5. **Chapter V**

Finally, the last chapter presents the conclusion of the study and the suggestion for further research in this area.