

CHAPTER I

INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, aims of the research, scope of the research, research methodology, clarification of terms, significances of the study and organization of the paper.

1.1 Background

Education is the act or process of educating as determined by the knowledge skillor discipline of character acquired (Cronbach, 1954 cited in Baharuddin, 2010:13). Education is purposed to form an active teaching and learning atmosphere so that the students can develop themselves to have better behavior, knowledge and life skills. Education is supposed to be transferred not only to a group of people but also to all people including people with special needs (disabled people).

In the educational context, disabled people or children are called as exceptional students. The term of exceptional students refers to those who have special condition on their physical, mental, intellectual, and/ or social development. In the research, the exceptional students are those whocan not hear because they lose their sense of hearing—hearing impaired students. Pedagogically, a student can be categorized as a hearing impaired studentif his hearing impairment makes him unable toachieve the purpose of the educational

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

program for the normal one. That is why the hearing impaired students need special education to fulfill their developmental tasks (Efendi, 2006: 6).

Considering that condition, certainly, the use of strategies in transferring education for them will be different. The process will have a difference when the teacher teaches hearing impaired students, as the 'exceptional' ones, and common students as the 'normal' ones, especially when teaching language skills to improve their understanding in communication.

Among many subjects that are prepared in the curriculum for special education, one of them is English subject. The teaching of English for hearing impaired students, of course, needs some certain considerations in practice. This is because the hearing impaired students have both hearing and speaking impairment which consequently becomes a barrier of their low motivation and difficulties in learning language (Efendi, 2006:75), in this context English. Thus, the importance of giving learning motivation to the hearing impaired students may be very significant.

According to Dorman and Gaudio (1995) motivation is described as the internal force that energizes behaviors, and that determines which particular behavior will be emitted in response to a given set of environmental stimuli and to the internal needs of an organism. Motivation is very important to be given to the hearing impaired students considering their handicapped condition in order to fulfill their developmental tasks (Efendi, 2006:72). It is also said by Bratanata (1957, cited in Septiana, 2008:3) that the importance of giving learning motivation—in this case, from teacher—to the hearing impaired students lies on

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

explicit signs and explanations that can be clearly understood by them, certainly by considering their language poverty.

The importance of learning motivation for hearing impaired students is mainly aimed at the process of developing their awareness. It is teacher's task to give efforts or strategies in motivating the hearing impaired students in learning English. The teacher should realize their capability, to accept their handicapped condition and to cover their weakness positively by learning English subject with great interest and motivation. Therefore, teacher's strategies or efforts to improve the hearing impaired students' motivation will give a deep contribution to their learning interest and motivation.

1.2 Research Questions

Based on the background mentioned above, the research is going to find out the answers of the following research questions:

1. What problems does the teacher encounter in improving the motivation of students with hearing impairment in learning English?
2. What strategies does the teacher use to improve the motivation of students with hearing impairment in learning English?

1.3 Aims of the Study

In relation to the research questions, therefore, this study is aimed at:

1. Finding out the problems encountered by the teacher in improving hearing impaired students' motivation in learning English.

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

2. Investigating teacher's efforts or strategies to improve hearing impaired students' motivation in learning English.

1.4 Scope of the Study

The main concern of the research is the process of how the teaching of English is delivered by the teacher. In this case, the students are junior high school students from one hearing aid school in Bandung. They have disability in hearing sense (deaf, hard of hearing).

In order to limit the focus of the research, it only focuses on the teacher's efforts or strategies in improving students' motivation to learn English. Specifically, it covers the problems encountered by the teacher and the teacher's strategies to motivate the students.

1.5 Significances of the Study

The results of the study are expected to provide a comprehensive description about the strategies to improve the motivation of hearing impaired students in learning English. In addition, the results of the study are also hoped to give valuable contributions to the teachers, especially who teach in hearing aid school. Dealing with the theory, the findings are hopefully able to enrich the literature on the strategies to improve the motivation of hearing impaired students and the problems encountered by the teacher in improving the motivation of hearing impaired students.

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

1.6 Research Methodology

1.6.1 Research Design

The research design of this study is descriptive qualitative case study. It is a design that is primarily concerned with “meaning” rather than “generalization” (Sugiyono, 2009:15) in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed and in-depth data collection involving multiple sources of information (Cresswell, 2007). In line with the definition, the research is conducted to investigate teacher’s strategies to improve the motivation of hearing impaired students.

1.6.2 Site and Participants

This study is conducted in a hearing aid school (special need school for hearing impaired students) in Bandung. The participants of the research are an English teacher and eight grader students. The teacher is the primary participant (the focus) of the research. She has been teaching English in the school for more than 20 years.

1.6.3 Data Collection

In collecting the data, two instruments are administered in the research: classroom observation and interview. The procedures of the data collection techniques are as follow:

1. Classroom observation is administered by recording the teacher's activity during the teaching and learning process. The classroom observation is done in several meetings.
2. The interview is administered to the teacher in order to find out the problem encountered in improving the motivation of hearing impaired students in learning English and to clarify and compare the collected data during the classroom observation session. The interview session is conducted in a semi-structured form since there may be some possibilities from the teacher to not answer the question clearly. The interview is administered after the classroom observation is done. The interview is recorded using voice recorder.

1.6.4 Data Analysis

There are two main stages in analyzing the data in this study: the data analysis of observation and the data analysis of interview.

The data collected from observation are recorded using field notes and video recording. To meet the aims of the study, the data acquired from observation are then analyzed through the following steps: transcribing the result of observation, synthesizing the scripts of the result, and analyzing the result of observation. After taking those steps, the next steps are classifying data into the selected categories, clarifying results of observation, and presenting the result into description.

In order to analyze the data acquired from interview, the interview recording is replayed. The data from interview are then analyzed through the following steps: transcribing the result of interview, synthesizing the script of the result, and analyzing the answer of the participant. After that, the next steps taken are classifying data into selected categories, reducing inappropriate data, interpreting the data, and finally presenting the data into description.

1.7 Clarification of Terms

1. Teacher's strategy

Teacher's strategy is an effort or initiative from the teacher to achieve expected learning objectives by motivating students to learn (Septiana, 2008: 8). In this study, the strategy is the teacher efforts to improve the motivation of hearing impaired students.

2. Learning Motivation

The term "learning motivation" derives from two terms, "learning" and "motivation". Learning and motivation are closely bound together and influence one another heavily (Houston, 1989:155). Learning motivation, in this context, is the willingness of the students to get involved in the learning activity.

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

3. Hearing Impairment

According to Efendi (2006), in the book of *Pengantar Psikopedagogik Anak Berkelainan*, hearing impaired is a condition of losing sense of hearing caused by one or more hearing organ damages. Furthermore, Hanahan and Kaufman (1991 cited in Wardani *et al.* 2004:53) stated that hearing impairment is a generic term indicating a hearing disability that may range in severity from mild to profound; it includes the subsets of deaf and hard of hearing. So, hearing impaired students are those students with hearing impairment.

1.8 Organization of Paper

CHAPTER I – INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, aims of the research, scope of the research, research methodology, clarification of terms, significances of the study and organization of the paper.

CHAPTER II – LITERATURE REVIEW

This chapter presents several theories that are relevant to the research. In detail, this chapter explains about hearing impaired students, the classification of hearing impairment, learning motivation, factors influencing the learning motivation, indicators of motivation, strategies to motivate hearing impaired

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

students, the roles of teacher, and the method of teaching English to the students with hearing impairment.

CHAPTER III- RESEARCH METHODOLOGY

This chapter deals with some aspects of methodology used to guide the present study. Several points to discuss are the explanation of the research design, participant, instruments, data collection, data analysis, and data validity.

CHAPTER IV- FINDINGS AND DISCUSSION

This chapter presents the findings and the analysis of data. This chapter is divided into two main parts based on the two research questions about the problems encountered by the teacher in improving the motivation of hearing impaired students in learning English and the strategies to improve the motivation of hearing impaired students in learning English.

CHAPTER V- CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and offers the suggestions for related study. The conclusions of the study are made based on the findings and discussions in the previous chapter.

BIBLIOGRAPHY

APPENDICES

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu