

CHAPTER ONE

INTRODUCTION

This chapter describes some fundamental principles underlying the topic of the study. In detail, this chapter covers background, the scope of study, statements of problem, the aims of study, the significance, the method and procedure of study, the clarification of terms, and the organization of paper.

1.1 Background

Education is a conscious effort from someone or groups to others in order to bring out and achieve their maturity in life (Rodiah, 2002:2). By means of education, it is expected that a person can earn a better achievement in the middle of struggle and competition among the large societies. In the context of education, the implementation of transferring education, which is occasionally found in the process of teaching-learning, becomes an obligation for all elements including government, teachers, parents, and students to make it successful. Therefore, the process of education must not be felt by a group of people, but it must be for all people.

The 1945 Constitution of Indonesia, Chapter XIII Article 31 stated:

1. Every citizen has the right to get the teaching of (education).
2. Government manages and implements a national system of education, which is regulated in law.

The statements imply that every citizen has the same rights to achieve a qualified education. In this matter, the words “every citizen” also include to citizens who have physical, mental, intellectual, and/or social disorders. They, as exceptional students, deserve to get a special education, which is mainly designed and adjusted in curriculum, and to have the accommodation of their necessities in attending the process of teaching and learning.

The term of exceptional students refers to those who have a special condition on their physical, mental, intellectual, and/or social development. To be more specific in this paper, the exceptional ones also include hearing impaired students—or those who can not hear because of less or loosing their sense of hearing. Consequently, it causes a barrier in their language development, not only in hearing but also in speaking (Rodiah, 2002:3).

Considering that condition, certainly, the use of strategies in transferring education for them will be different. The process will have a difference when teaching 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. This consideration has been included in the characteristics of a curriculum development for special education. The Constitution of National System of Education No 20, 2003 Article 32 point 1 stated that “special education is an education for those students who have a level of difficulty in attending the learning process because of physical, emotional, and/or mental disorders.”

Further, among many subjects that are prepared in the curriculum for special education, one of them is English subject. It is the material which is included in the branch of language skills. The teaching of this English subject for hearing impaired students, of course, needs some certain considerations in practice. One of such is related with their handicapped condition—both in hearing and speaking—which consequently becomes a barrier of their low motivation and difficulties in learning English.

That is the reason why the importance of giving learning motivation to the hearing impaired students may be very significant. This is in accordance with the statement of Bratanata (1975:103). He said that the importance of giving learning motivation—in this case, from teacher—to the hearing impaired students lies on explicit signs and explanations that can be clearly understood by them, certainly by considering their language poverty.

The extent of learning motivation for hearing impaired students to learn English is, mainly, aimed at the process of constructing their awareness. It is done by the teacher in order to realize their capability, to accept their handicapped condition and to cover their weakness positively by learning English subject with a great interest and motivation. Therefore, the aspects relating to the efforts and strategies from the teacher in teaching English subject for hearing impaired students will give a deep contribution to their learning interest and motivation.

1.2 The Scope of Study

The main concern of this study is with regard to the process of how the process of teaching-learning English is carried out in such a special school. What becomes interesting in this study is the process of teaching-learning English itself where the objective of the learning process is assigned to disabled students (students with physical or mental, or even both disabilities). In this case, the students are from SLB-B YP3ATR 1 Cicendo Bandung who have disability in hearing sense (deaf, hard of hearing).

Furthermore, it may be interesting to investigate the whole process of teaching-learning English for these hearing impaired students. However, in order to get a directed limitation, this study will be designed to cover only the teacher's efforts or strategies in improving hearing impaired students' motivation to learning English. Specifically, it covers the teacher's preparation, teacher's efforts and strategies, and hearing impaired students' learning motivation to the English subject.

In other words, the scope of this study will be based on the case "What efforts or strategies are supposed to do by a teacher in motivating the students with physical hearing impairment in SLB-B YP3ATR 1 Cicendo Bandung?", so they are able to learn English in a diligent and enthusiastic way.

1.3 The Statements of Problem

In order to have an explicit direction about this study, the problems are stated as follows.

1. What is the teacher's preparation in motivating hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung to learn English?
2. How is the learning motivation of hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung towards the English subject?
3. What strategies are used by the teacher in motivating hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung to learn English?

1.4 The Aims of Study

In relation to the statements of problem, therefore, this study is aimed at:

1. knowing the teacher's preparation in motivating hearing impaired students to learn English.
2. recognizing the learning motivation of hearing impaired students towards the English subject.
3. finding out the teacher's efforts or strategies in motivating hearing impaired students to learn English.

1.5 The Significance of Study

The efforts in motivating hearing impaired students to learn English is considered essential to identify aspects and strategies in the process of teaching and learning. Therefore, the writer is convinced that this study will bring forth some benefits to:

1. Teachers, who teach in special schools and similar institutions, in obtaining a reference to deliver a good approach and motivation to the students.
2. Teachers of English subject in realizing, implementing and developing their teaching skills, which they are expected not only having skills in teaching for 'common' students but also for 'physical or mental impaired' students.
3. Students of special schools in building their motivation to learn, especially to the English subject. Thus, they can earn a slight hope for a better treatment in the learning process without being apathetic, low-motivated and inferior to their disabilities.
4. The writer himself in reflecting his experience during the study, where in the end, finally, it can encourage him to be more focus and concerned to dedicate his knowledge field in educating disabled students.

1.6 The Method and Procedures of Study

1.6.1 Method

The method of this study is described in accordance with the essence of this study itself. Because this study is aimed at describing the efforts and strategies done by the teacher in motivating hearing impaired students to learn English, therefore, the study will be based on the descriptive analytic method. It is a method used to explain, analyze, and classify something through various techniques, such as survey, interview, questionnaire and observation (Surakhmad, 1990).

1.6.2 Setting and Population

Lofland and Lofland (1995) stated that setting is the physical environment in which the study takes place. Meanwhile population, according to *Encyclopaedia of Educational Evaluation* which is quoted from Arikunto (2002), is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the setting and population are hearing impaired students in SLB-B YP3ATR 1 Cicendo Bandung who learn English subject.

Discerning the reality of the population which is limited and only several persons in each unit of level or class, then the writer decides to make the whole population (except students of Special Elementary School) as the subjects. The writer also takes the teacher of English subject at SLB-B YP3ATR 1 Cicendo Bandung as the other subject for interview.

1.6.3 Data Collection

In order to strengthen the arguments of this paper, the writer follows some stages in procedure:

1. utilizing some instruments in the context of finding the field data, for example taking observation to the school;
2. conducting a documentation study for having the data recorded when the teacher teaches the hearing impaired students in the class;
3. interviewing the teacher with regard to the implementation of efforts and strategies in teaching hearing impaired students;
4. distributing questionnaire to the hearing impaired students regarding their interest and motivation to the English subject.

1.6.4 Data Analysis

In order to analyze the data, the writer conducts some following stages:

1. describing and analyzing the collected data (notes of the observation, documentation study, interview and questionnaire) based on the method of study as mentioned;
2. making interpretation on the analyzed data;
3. drawing conclusion of the study.

1.7 The Clarification of Terms

In this point, the writer will review several terms related to the present study. This is made to avoid misinterpretation to this study. The terms are:

1. **Teacher's effort or strategy** is an effort or initiative from the teacher to achieve expected learning objectives by urging and motivating students to learn.
2. **Hearing impaired**, as explained by Somantri (1996:74) in the book of *Psikologi Anak Luar Biasa*, is defined as a state or condition of losing sense of hearing which causes someone not able to catch any stimulation, particularly through hearing sense. For, **hearing impaired students** are those students who do not have their sense of hearing.
3. **Motivation**, as stated by Kleinginna cited in Huit (2001), is a desire or want that energizes and directs goal-oriented behaviour. In this study, students' motivation in learning English is a desire or willingness of students to learn English.
4. **English Subject** is one of the subject lessons taught in school, including in Special Schools.

1.8 The Organization of Paper

This paper comprises of five chapters as follows:

Chapter One: Introduction

This chapter provides the background of the study. It also reviews various aspects related to the implementation of the study.

Chapter Two: Theoretical Foundation

This chapter explains the theoretical framework that is relevant to the present study.

Chapter Three: Methodology

At this stage, the writer elaborates the methods of conducting the study. It includes method of study, subject or sample of population, techniques of collecting data and procedures of analyzing data.

Chapter Four: Results and Discussions

After conducting the study and the necessary data are gained, and then the results are analyzed and discussed in a systematic way. It is done in order to simplify the process of concluding the data.

Chapter Five: Conclusions and Suggestions

Finally, the writer draws some conclusions and suggestions for the further research.