

## **Chapter One**

### **Introduction**

This chapter discusses about background of the study, statement of the problem, the research questions, the objective of the study, the significance of the study, and the outline of the research.

#### **Background of the Study**

In Indonesia, English is taught as a foreign language. Nevertheless, English plays an important role in many aspects. It is widely spread in public places such as tourism places, hospitals, schools, and markets. Crystal (2003) estimated about “750 million speakers of English as a foreign language in the countries of expanding circle” (p. 405). This means that the citizens of the countries of expanding circle such as Indonesia, in which their first language is not English, learn English as a lingua franca or it is studied as a foreign language (Crystal, 2003). That is potentially a lot of Indonesian learn English to improve their language skills to communicate and also to build a network among the other countries.

In educational context, English subject has rapidly grown in which it is taught both in non-formal and formal schools. English is taught from Elementary School, Junior High School, Senior High School, until college. English is taught for all students, including students who have special needs at SLB (The school for students with special needs). It means that every student learns English. This is in line with the constitutions of 1945 section 31 subsection 1, which mandates that

every citizen has an equal opportunity in education. Thus, education is important for all students.

Vocabulary is the basic knowledge which is used in learning language. Learning the vocabularies is the first stage needed by the students in order to understand the language. Thus, the vocabulary must be learned by the students in learning English. Faraj (2015) argued that vocabulary is basic to the English language because without adequate vocabulary items, learners cannot appreciate other expressions and ideas or express their own ideas. The vocabulary mastery is also needed to improve the students' English skill. It covers their skills which are listening, speaking, reading and writing. Alqahtani (2015) stated that "the acquisition of an adequate vocabulary is essential for successful second language" (p. 2). Therefore, mastering vocabulary becomes a basic need for those who want to be able to learn English well. In learning process, students need the teacher to help them. Harmer (2002) stated that a teacher is someone who gives knowledge for other people and helps them.

Moreover, teaching English vocabulary for students finds some challenges. English teachers find the challenges in delivering the materials for students in general. The teachers have to deal with the students' motivation in learning English, because it will affect the success of materials' delivery. The lack of students' motivation in learning English language (Khajloo, 2013) makes students rarely to repeat the lesson that they have learned and have less frequency of practice. Khajloo (2013) added when the teacher gives some exercises, students cannot understand the vocabulary materials in written test and cannot answer the

question, because of unfamiliar words. Based on researcher's informal observations, teaching English to special need students, especially hearing-impaired students, is not easy. It is proven by the researcher's experience that once interacted with a student who is suffering from hearing-impaired. At that time, the researcher asked the student to mention some vocabularies. The student could not answer or mention the question because she could not read the researcher's lips well. Sometimes, she did not know the meaning of vocabulary (less vocabulary knowledge). This is supported by Mpofu and Chihenga (2013) who stated that the hearing-impaired student has difficulty in understanding the words with abstract and multiple meaning. It is a deficiency of a hearing-impaired student, in which she knows the thing but she cannot mention its name because she does not understand its vocabulary in English. In Indonesian context, one of the problems faced by hearing-impaired students is mother tongue language, for example when pronouncing English vocabulary. Indonesian tends to face difficulty with their mother tongue language such as Javanese and Sundanese, for example when they want to say "father", it turns out to be "pather". They use these languages to communicate in their daily life instead of using *Bahasa Indonesia*.

Then, the researcher used several strategies to deal with those problems. The strategies included drawing the thing, using media, using gestures to act the meaning of vocabulary, and also using flashcard. The result showed that the student successfully mentioned some vocabularies, such as door, window, mirror, and eat with the assistance of those media. It can be concluded that there are challenges in teaching vocabulary for hearing-impaired students. The teachers or

educators need some methods, tricks or tips, and also strategies to deliver the material.

Every teacher has different strategies to teach students. Strategies listed are simply a small set of ideas, and are beneficial for developing students' understanding towards the materials and improving their English vocabulary instruction (Phillips, Foote, & Harper, 2008). Hence, the researcher is interested in doing a research to find out the strategies used by the English teachers to teach English vocabulary to hearing-impaired students. Besides, the researcher also wants to know how the implementation of strategies was used by the teacher in teaching learning process for hearing-impaired students.

### **The Statement of the Problem**

Hearing-impaired students have different types of difficulties in the process of hearing. Most of them cannot hear and lost their hearing. They cannot hear a sound at all. Some of them cannot hear the spelling and pronunciation of the words. It becomes a difficulty in understanding the lesson due to the poor ability of hearing, so the vocabularies are limited, cannot be heard well and cannot be pronounced correctly. The poor ability of hearing means that some hearing-impaired students can still hear a little bit of sound but not perfectly. Moreover, hearing-impaired students also know the thing but they do not understand the meaning or the spelling of the words. It can hindrance the students in processing the words.

Here, the researcher gives exposure of the teaching and learning process for hearing-impaired students at SLB N 1 Bantul. The classroom is divided into

two classes. In teaching and learning process, the teacher uses less of sign language (finger spelling) to teach students. Besides, the teacher also uses spoken language to communicate and teach. Sometimes, students do not understand the materials, so the teacher should use some strategies.

Therefore, the teacher should find and use various and meaningful strategies to teach English and should know how to make students understand the material. Thus, the researcher wants to know about what strategies used by the English teacher which are suitable with student's needs. Secondly, this study is useful to know how the implementation of those strategies.

### **The Research Questions**

The research questions on this study are constructed as listed below:

1. What are strategies used by English teacher in teaching English vocabulary to hearing-impaired students at SLBN 1 Bantul?
2. How are those strategies implemented by the English teachers at SLBN 1 Bantul?

### **The Objectives of the Study**

There are two objectives of this study. First, the researcher wants to know the strategies used by the English teachers to teach English vocabulary to hearing-impaired students. The second, the researcher wants to understand how those strategies are implemented.

### **The Significance of the Study**

This result of the study has significances for some parties. The significances are listed as follows:

**Teachers.** The teachers will know the best strategy to teach English vocabulary to hearing-impaired students, and they can apply it in classroom. After reading this study, hopefully the teachers know the kinds of strategies used by the English teachers in SLB N 1 Bantul in delivering the materials. Therefore, this study becomes their references in teaching and how to apply it in teaching process.

**Pre-Service teacher.** This research can be a reference for pre-service teacher to deal with teaching vocabulary for hearing-impaired students. It also will help those who will become a teacher to choose teaching strategies for teaching with special need students.

**Other researchers.** This research can be used as a reference for other researchers who will do research in the same study. It also will help to choose the resource about teaching strategies that are used to teach English to special need students.

**Institution.** By knowing the strategies in teaching English vocabulary to hearing-impaired students, the institution will be able to know what are required things to empower and facilitates the English teachers in implementing those strategies.

### **The Outline of the Study**

This research consists of five chapters namely introduction, literature review, research methodology, finding and discussion, and the last is conclusion and recommendations. The first chapter explains the background of the study, the

statement of the problem, the research questions, the objectives of the study, the significance of the study and also outline.

The second chapter consists of the literature review. This chapter consists of some theories which are related to the study. The theories used in this research are the strategies of teaching vocabulary for hearing-impaired. It also discusses the review of the related study and the conceptual framework.

The third chapter is the methodology. This chapter includes five parts. There is the research methodology which explains what research design that is used. The next parts are research setting participants, technique of collecting the data, and technique of data analysis.

The fourth chapter is findings and discussion. This chapter discusses the main problem in this research and discusses the teachers' strategies in teaching English vocabulary for hearing-impaired students at SLBN 1 Bantul. Secondly, discuss about the strategies was implemented by the English teacher.

The fifth chapter contains the conclusion of the study and provides some suggestions. The first part is the conclusion of the research which has been inferred by the researcher based on the finding and discussion. The second part is the suggestion of the research in which the researcher gives suggestions for people who will gain benefits from this research.