

Chapter One

Introduction

This chapter will introduce the research to the readers by giving some information, such as background, statement of the problem, delimitation of the research, research question, statement of purpose, significance of study and organization of the chapters. Then, this information will give a general overview to the readers about the main discussion of the research. Moreover, the general information written in this chapter will ease the readers in understanding the following chapters.

Background

Visual aids are some kinds of tool which can help to ease the learning process by giving visual stimulation. Burton argues that visual aids are the sensory object to help the learning process (as cited in Hamad, Hasan, Iqbal & Shabiralyani, 2015, p. 226). These aids can help the teachers in teaching and learning activity in order to make the students understand the materials more. Moreover, the visual aids can guide students who have special need so that they can learn the materials.

There are many examples of visual aids, such as pictures, models, charts, maps, videos, real object, flashcards, slides, and so forth (Hamad, et al., 2015). These visual aids can be used in the classroom in order to help the students in understanding the material. Recently, the use of visual aids increases because some studies prove that people learn better through visual sensory. One of the study which is conducted by Cuban gives finding that the average percentage of

learning through five senses are 1% by tasting, 1.5% by touching, 3.5% by smelling, 11% by hearing, and 83% by seeing (as cited in Hamad et al., 2015, p. 226). The finding promotes the use of visual aids as one of the way to help students in learning.

Teaching is a way of communication between teachers and students. To build a good teaching, there are three aspects which are significant according to Asokhia (2009); the person who give the information, the information, and the receiver of the information. If one of these aspects has a problem, the other aspects will be influenced because these three aspects are related to each other. In English teaching case, the information is sent by the teachers to the students, and sometimes it does not give positive result. The other difficulties can appear during the teaching and learning process, so it is a must for the teachers to prepare it.

This study focuses on the use of visual aids in teaching English to students with hearing impairments. Hearing impairment is described by World Health Organization (WHO) as a permanent unaided hearing loss - in the better ear and averaged over frequencies of 0.5, 1, 2 and 4 kilohertz (kHz) – of more than 40 decibels (dB) in adults and 30 dB in children (Neumann, Olusanya & Saunders, 2014). This decision is made with consideration to check the reasons and the effects of using visual aids especially in teaching English to students who have hearing impairments.

Students with hearing impairments usually study in special school, or in Indonesia it is named as *Sekolah Luar Biasa* (SLB). SLB is a special educational

service in Indonesia which is created to support students with special needs since 1901. This is a good solution for those students to get education which is suitable with their needs (Purwaningsih, 2013). In the special school, English is also taught and become one of subjects which will be assessed in the National Examination for Junior and Senior High School.

Based on the fact above, hearing impaired students have the right to get education as well as the ordinary students. Then, they also have to learn English in order to succeed their education. However, teaching foreign language, in this case is English, challenges the teachers in finding the right way which can help them when transferring the knowledge. Then, it requires the awareness of the teachers about the condition of the students so that the process of transferring knowledge will be more effective. Considering the condition of hearing impaired students, they need visual stimulation in order to help them in English learning activity. The visual stimulation can be made by using visual aids, for example pictures, in explaining the materials. Then, this study will try to look for the experience of teachers who have taught students with hearing impairments in their English class and ask their perception when using visual aids. Then, the discussion will highlight the reason of using it, and whether the use visual aids gives effects to the hearing impaired students in achieving the learning goals and learning materials.

In brief, the use of visual aids in teaching English is good in order to help the students figure out what they are learning based on the study of Cuban which proved that some people learn better through their eyes or visual sensory (as cited in Hamad et al., 2015, p. 226). Indeed, the use of visual aids by the teachers will

give positive impact to the result of the learning process because it helps students in understanding the material. It is stated by Perry (2013) that visual representation is needed to ease the students in comprehending the abstract concept in learning. However, this study investigates it when it is applied to students with hearing impairments because they need visual stimulation in learning. It may open probabilities to give the opposite result as it is used to students with special need. For this reason, the effects of it when it is implemented in teaching English to students with hearing impairments will be investigated. This study will be beneficial for the other educators because they will know the use of visual aids in teaching students with hearing impairment from the users.

Statement of the Problem

Nowadays, English is one of the main subjects taught in the public or special schools. However, in English teaching and learning process, there are some problems which can be found. Then, the problems may appear from the teachers or the students. In this study, the researcher focuses on the problem from the students' side. There will be some kinds of student who attend the English class, and some of them may bring their own difficulties in learning. One example of the difficulties is related to the students' sensory impairments. In this case, the researcher takes hearing impairment problem to be studied. Students with hearing impairments who attend to school, especially Junior or Senior High School, have to learn English. They may find some difficulties in learning English, but they have to pass it in order to graduate from the School.

Students with hearing impairments are difficult to hear a voice, or they may lose their whole hearing ability. This impairment will cause a problem for the students, for example in English learning. When students with hearing impairments learn English, especially in English class, they will be difficult to follow the activities. Warick (1994) argues that it is caused by their difficulties to understand their teachers' speech or body language in giving instruction (as cited in Dalton, 2013, p. 129). It is because the instruction and explanation will be spoken by the teacher, and they have to listen it. If they fail to listen it, they will be confused and cannot learn the material.

Hearing impairment is a significant problem in English learning. It deals with one of the skills of English which is listening skill. In the English learning, listening is a receptive skill which has to be mastered by the students. Before producing the language, the students have to listen to the words, such as how a word is pronounced and where the stress of a word is. Moreover, it can be a tool for the students to add knowledge in addition to reading skill. Then, the ability to listen and understand each English word will ease the students to practice the language.

In order to overcome the problem explained above, the researcher highlights the use of other sense, such as sight. The way to help the students with hearing impairment in learning English is by giving them visual stimulation. Besides, the visual stimulation will guide and help the students in learning the language, and for the teacher it may become a good strategy to teach English to hearing impaired students. According to Birinci (2014), foreign language teachers

can use visual materials in teaching hearing impaired students because the students will be easy to remember the words using their visual memory. The example of implementing visual stimulation is by using visual aids such as pictures, animations, and flashcards. Afterwards, the use of visual aids in English teaching and learning will help both the teachers and students with hearing impairments in explaining and understanding the material.

As a final point, students with hearing impairments will face some problems in English learning, especially related to listening skill. According to Domagala-Zysk (2016), students with hearing impairment will be difficult to participate in communicative activity, such as debate, which is conducted in foreign language. This problem is caused by their impairment in listening which makes them difficult to go with normal speech rate in debate using foreign language. Then, if they cannot listen to the language, they probably will be difficult to produce it. Domagala-Zysk (2016) also mentions that hearing impaired students also have problem in comprehending the material. Therefore, the solution of the problem is by using visual aids, so it will help the students while understanding the material.

Delimitation of the Research

There are so many aspects which can be studied from the use of visual aids. The discussion can be about the kinds of visual aids, the benefits of using it, and about how to use it in the class room. In this study, the researcher focuses on the use of visual aids in teaching English. Moreover, English teaching field in this study is focused in teaching students with hearing impairments who are studying

in special school. Then, the main discussion on this study will be about the reasons and effects of implementing visual aids in teaching English. The methodology used in this study is qualitative. The significant reason behind this decision is because the researcher underlines the teachers' perception as the person who uses it. Two English teachers in a special school have been interviewed so that the rich data is found.

Research Questions

What are teachers' perceptions about the use of visual aids in teaching English to students with hearing impairments?

Statement of Purpose

The general purpose of this study is to find out teachers' perception about the use of visual aids in teaching English to students with hearing impairments. This focus will bring us to the two aims. The first is to investigate the reasons why the teachers use visual aids in teaching English to their students with hearing impairments. The second is to examine the effects of visual aids for the students with hearing impairments in English classroom.

Significance of the Study

The educators in public school. The findings of the study will illuminate the educators in public school that students with hearing impairments can be taught by using a certain aid, for example visual aids. Moreover, this study will give overview to the teachers about visual aids so that it can become a

consideration for them in choosing teaching media to teach hearing impaired students.

The English teachers. Then, the teachers' perception of the implementation of visual aids in teaching English to students with hearing impairments will give a guideline for English teachers who will use visual aids in teaching English to those kinds of student.

The special school. Besides, for the special school, the study will promote the use of visual aids to teach hearing impaired students. The positive effects of using visual aids will give consideration to the school to support it. On the other hand, the negative effects will inform the school to avoid the use of visual aids and find the other media in order to help the students in learning.

The researcher. Furthermore, the researcher who is studying in English Education Department will have knowledge about visual aids and the effects of it towards hearing impaired students.

The other researchers. Then, for other researchers, this study opens an issue about the effects of using visual aids in teaching English to students with hearing impairments so that they can do further research to prove the effects.

Organization of the Chapters

In the first chapter, the general view of the research field will be given to the readers. The information covered is about the topic of the research which will be explained clearly. Besides, there will be statement of the problem which underlies this study. In this chapter, the research question of the study will be

stated with the following information about research purposes. Then, delimitation of the research will be informed to the reader so that the reader will understand the range of the research. Moreover, the significance of the research is written in this chapter, so it will give information about the contribution of it in the society field.

In the second chapter, the description about some theories and findings of any journal articles related to the topic of research will be explained. Furthermore, this chapter is needed to support the study so that the study will find something beneficial and have a foundation. The information which are written in the second chapter are visual aids as media of teaching, effects of visual aids, hearing impaired students, challenges in teaching hearing impaired students, visual aids as effective media for teaching English among hearing impaired students, review of related studies, and conceptual framework. Then, these information are correlated with the topic of the research.

In the third chapter, the methodology used in the study will be explained to the reader. This chapter will cover some discussions about the method of the study, the instrument to collect the data, the tools used to support it, and how to analyze the data. These information are supported with the significance reason in choosing it.

In the fourth chapter, the researcher will present the findings collected in this research. The findings will be divided into main and supported findings. Then, some literatures are chosen to support the findings in order to strengthen it.

In the fifth chapter, the summary of the research is presented. It covers the main points of the findings presented in the chapter four. In addition, the researcher also give recommendation for some parties influenced by the research, such as the educators in public school, the English teachers, the special school, and the other researchers.