

CHAPTER I

INTRODUCTION

Several subchapters which include in this very beginning chapter are explained, namely background of study, research questions, objectives of the study, significances of the study, scope and limitation of the study. Those are the essential components in order to give general description of this study.

1.1 Background of The Study

Language is one of a skill that given by God for every human as a tool that used to communicate and express their emotions and thoughts each other in many aspects of their life. By using language, people interact with their peers in the process of communication. So that, they can share everything in their social life and a relationship is also bonded among them. For example, in classroom activity, communication is very crucial for both teacher and students. The teacher communicates with their students to share knowledge. Meanwhile, the students communicate with their teacher or friends to share new information. By knowing these reasons, the teacher should use an appropriate communication strategy which is suitable for the students. Maleki (2010) states that, using communication strategies is pedagogically effective in language teaching, such as English.

Since, English became an international and national language which is used for communication in the socio-economical and political development and exchange of feelings for everyone around the world (Ogunyemi, 2014); it is

learned by many people around the world as the additional language, whether second language or foreign language. Therefore, English is one of the compulsory subjects which are taught in school (Sari, 2017). Learning English is already difficult for normal non-native students, and it must be more difficult for disabled students because of their limits in communication. Meanwhile, learning English is not only for those who were born as normal children, but also for those who are physically or mentally disabled. However, the fact says that learning language will be successfully done when all of the crucial supporting speech tools of human organs such as brain, mouth, vocal cord, ears and others are at good condition. When one of the organs gets trouble, the person cannot produce the language smoothly and clearly or even cannot produce any sounds.

For simple example, if someone was born with hearing impairment condition, in whom his/her ears cannot hear any sounds, automatically, they cannot produce any sounds of words because there is no sound they can hear and imitate. This condition affects to their language development and they usually tend to be mute also. As we know, hearing skill is very important for human. Consequently, losing hearing ability derives great effect to human life, including in education aspect. But, the equal rights for every human are the reason why English still must be taught to Hearing impairment people, indeed.

World Health Organization or WHO (2018) argues:

“Around 466 million people worldwide have disabling hearing loss, and 34 million of these are children.”

Additionally, according to the website of World Federation of the Deaf (www.wfdeaf.org), currently, 70 millions of HI people around the world, many of whom do not get equal opportunities, including education.

After knowing the fact above, we cannot ignore the rights of education that must be given to people with hearing impairment. Fortunately, in Indonesia, according to the Law No. 72 of 1991 stated that every disability children have the right to go for an education (Adi, Unsiah, & Fadhilah, 2017). For this issue, there are so many techniques and methods that used by the tutors or teachers to teach them easily.

When talking about them and their language ability, queries will be questioned on our mind; can they learn additional language such as English? In fact, most of them commonly communicates with others using sign language. So, how do they learn English as their foreign language? Meanwhile, English is also taught in some Sekolah Luar Biasa (henceforth SLB) or Disabled/Special School. Indeed, using total communication can be the best approach to facilitate them learning English.

In fact, only using one mode of communication such sign language is not enough to facilitate them for learning English. It is because the English learners must not only learn vocabularies, but they also must learn the pronunciation of each word, the grammar, the meaning of the word, the sentence and so forth. By using appropriate communication strategy, the students with hearing impairment can learn English easier. Moreover, using total communication during the English

classroom help the Hearing impaired students understand what is being explained by the teacher.

In line with the fact above, the writer finds a phenomenon at which hearing impaired students (henceforth HI student) are taught English by the teacher with a beautiful combination of communication modes. The school's name is SLB PGRI Kamal which is located in Kamal, Bangkalan. Commonly, sign language is used to help the HI people in teaching learning activity. Meanwhile, in this school, the teacher also uses speech and other communication modes to facilitate her for explaining the English material. What makes it interesting is that the HI students speak English as often as possible. So, the writer decides to conduct this thesis which focuses on the issue of using communication strategies called Total Communication (henceforth TC) in EFL class for HI students at SLB PGRI Kamal. Here, TC is a term which defines as the combination of several communication strategies used to communicate with HI people. Those are the reason why the study is chosen by the writer is very interesting to conduct.

1.2 Research Problems

Some following questions are formulated below which in line with the background of the study explained above, these are:

1. What are the combinations of modes in Total Communication used for Hearing impaired students of English class at SLB PGRI Kamal?

2. How Total Communication should be applied in English classroom of Hearing impaired students at SLB PGRI Kamal?

1.3 Objectives of The Study

According to the questions which are formulated above, this study intends to present the descriptions of:

1. The combinations of communication modes in Total Communication that are used for Hearing impaired students of English class at SLB PGRI Kamal.
2. The reasons of using Total Communication for English Hearing impaired students at SLB PGRI Kamal.

1.4 Significances of The Study

Studying English is not easy for HI students, according to the fact that it is difficult for them to hear any sounds. For the teachers, teaching English to their HI students is also difficult. The fact says that using sign language is not enough to facilitate them learning English. For this reason, this study has several kinds of significances which will give contributions both theoretically and practically.

Theoretically, the results of this study expectantly give well understanding to the readers about finding applicable combination of communication modes when using TC which help the HI students learn English. Besides, it helps other researchers especially; students of English Study Program to have further

knowledge about how English can be learned easier by HI students who lose their hearing skills since they were born. Such the other researchers will use the result of this study as the reference in situating their own research. In addition, this thesis can motivate the experts, the teachers, the curriculum planners, and policy makers more care with HI people, in term of language education, so that they can include TC in the education of children with hearing impairment, especially in English subject. They can use TC as a useful guide to communicate with children with Hearing impairment.

Practically, the main purpose of this study is in which will expectantly help teachers easily teach HI students the English subject. However, they are inexpert at sign language, but they can choose or combine several applicable communication modes during the class. For the HI students indeed, even though they cannot be able to hear, they still can learn English in their school like what normal students do. Therefore, the use of suitable combination of modes in TC will improve the academic performance of the HI children in the school. Besides, it will make the teacher interacts and communicate easily with the HI students.

Moreover, the result of this study will be useful for parents of HI children to adopt TC as the effective communication strategy to communicate with their hearing impaired children. Crucially, this study gives direct impact on the HI children to use TC as the way of improving their language ability in and out of classroom. When their communication ability is improved, automatically their academic achievement will also be improved.

1.5 Scope and Limitation of the Study

Due to the writer's curiosity towards the communication skill of HI students during the English learning activity, this study looks into communication strategies used in English teaching learning activity rather than the teaching-learning strategy. This study is conducted to determine the types of TC as the communication strategy used in English classroom of HI students at SLB PGRI Kamal. It focuses on determining the combinations of communication modes in TC that are used in English teaching learning of HI students at SLB PGRI Kamal. Secondly, this study also covers the reasons of using TC in English classroom of HI students at SLB PGRI Kamal. So, they can find the appropriate combination of communication modes during the use of TC which gives lots of positive impacts and effective communication process to the HI students during learning English in their school.

To avoid misunderstanding and to make it clear, this study does not concern with the lesson planner made by the teacher. Secondly, this also does not mention the kinds of reference book are being used in the English teaching learning activity. In addition, the writer would like to limit the study on English learning in hearing impaired students' point of view. This study only focuses on English class of HI students at SLB PGRI Kamal, at which the group consists of four students who are in hearing impairment condition since they were born and the English Teacher who teaches them English by mixing Indonesian and English to explain the materials

Furthermore, all of the HI students are in the similar language development skill level. It means that among the four HI students similarly have mastered sign language, lip or speech-reading and also writing skill before they learn English as the additional language subject at school. Moreover, they have already had lots of vocabularies on their memory storage.