

CHAPTER 1

INTRODUCTION

This chapter presents the introduction. It covers the background of the study, the research questions, the definition of key terms, the objectives of the study, the significances of the study and the organization of the thesis.

A. Background of the Study

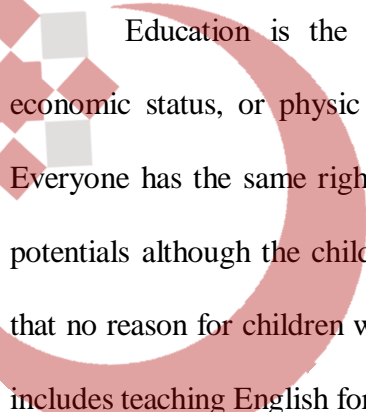
Teaching is not only standing in front of the classroom but also talking to the students. Teaching is a process of transfer information or knowledge of science between teacher and students. In the learning process, each teacher has great responsibility to share the lesson to the student. The goal is to ensure the students with the information or science. It means that the teacher can set their work well.

The teacher should have effective strategies and build the teaching and learning process work properly. The implementation of the strategies must depend on student's grade level and types of subject given, based on the curriculum plan (<https://education.cu-portland.edu>: December 21, 2017). A good teacher may try to find the creative strategy and should dare to experiment in developing their teaching strategies.

Teaching English for students is very important because English is still the universal language. According to Brown (2000: 118), nonnative speakers often use English as a tool for interaction. Well, more than a half of the

one billion English speakers of the world learned English as a second or foreign language. In Indonesia English learned as foreign language. As the important language, the students should learn well to get knowledge of science that develops so fast nowadays.

Indonesian government established that teaching English is part of curriculum. English itself is one of the compulsory subjects that take part in national exam since long ago. In addition, it has its own prestige of education in Indonesia. The students should have more chance to achieve better education if they have good English. However, that is based on how the way of the teacher in teaching English. The main principle of teaching English is that the teacher cares about students needs. The teacher also should to differ well between teaching to young learners and adult one. Now, the fact is not every student has the same capability. There are many people in the world having disability, but they should survive to use their capability.



Education is the whole people's right without seeing on social-economic status, or physical differences includes children with special needs. Everyone has the same right in achieving a proper education to increase their potentials although the children born to be normal or abnormal one. It means that no reason for children with special needs for not getting the best education includes teaching English for them.

Teaching English for disability or special needs students is a challenge requires specific method or strategy and needs participation of all parties within the school. English language teaching for disability sounds like impossible, but

it is part of responsibility in education as the challenge for teacher to be creative, flexible and has a great commitment in learning progress. According to Hallahan & Kauffman (2001: 90), teacher who teaches students with special needs has to know the knowledge of disability, its causes, assessment, and how to manage them well in the learning process. The English teachers have to apply the good English learning design therefore the students with special needs will learn as well as other normal children.

Deafness is one kind of physical disability. A deaf person is a person who cannot understand the oral language. The National Deaf Children's Society (2003: 13) states deafness often has a huge impact on language development. Deaf children may not hear all the individual's words that spoken.

Teaching English to deaf student is so hard. According to Marschark and Spencer (2003: 9), deaf students are learning by seeing, therefore they known as visual learners. Deaf students may not learn by hearing and has never been accepted universally as the teaching that guides formal instruction. They usually used visual or sign language in learning process even in communication.

Generally, the teacher uses a method of oral-based teaching, that is teaching the subject matter with sound and the students are be examined about how their hearing comprehension and responses orally during the learning process but, the teacher who teaches deaf students would never apply this method.

Oral teaching methods are impossible to apply for teaching deaf students. An English teacher who teaches deaf students must instill in his/her

pity that there is specificity in teaching deaf students. This specificity is principally on how to interact with them.

Based on pre-observation to SLB Manunggal Slawi, there are many difficulties in teaching English for deaf students. When the teacher does not have skill in teaching deaf student, first they will have difficulties in communication with the students, because they do not enough to listen well.

SLB Manunggal Slawi is an exceptional school in Tegal with excellent school quality, accredited A. Its location is strategic that is easy to find. This exceptional school provides complete facilities based on the teachers and the students' necessary to accommodate the teaching and learning activities. In the terms of curriculum, SLB Manunggal Slawi is always obedient to the government's policy in curriculum renewal.

Finally, based on the reasons above, the writer is interested to find out the strategy used by the teacher in teaching English for deaf students at SLB Manunggal Slawi.

B. Research Questions

Based on the background of the study above, the research questions are:

1. What is the strategy used by the teacher in teaching English for deaf students at SLB Manunggal Slawi Tegal?
2. How is the strategy applied by the teacher in teaching English for deaf students at SLB Manunggal Slawi Tegal?

C. Definition of Key the Terms

To give a clear description and to avoid misunderstanding the key term used in this research are explained as follows:

1. Teaching Strategy

According to Brown (2000: 210), strategies are the specific methods used in approaching a task problem, the modes of operation to achieve certain goals, and the design planned to control and manipulate particular information. While, teaching is a process of transfer information or science among teacher and students.

In this research, the term *teaching strategy* is used to mean teaching strategy used by teachers in teaching English at SMP-LB and SMA-LB of SLB Manunggal Slawi, Tegal.

2. Deaf Student

According to Wasita (2012: 17), deaf is a general term to indicate difficulties hearing that is classified in deaf and unheard. Deaf students in this research are the students of SMP-LB and SMA-LB of SLB Manunggal Slawi, Tegal.

D. Objectives of the Study

The objective of the study are :

1. To find out the strategy used by the teachers in teaching English for deaf students at SLB Manunggal Slawi Tegal.
2. To describe how the strategy is applied by the teacher in teaching English for deaf students at SLB Manunggal Slawi Tegal.

E. Significances of the Study

The result of this study will intend to give contribution theoretically, pedagogically and practically.

1. Theoretically

This research can be useful for the next researcher as a reference.

2. Practically

The research can give the benefit practically for the writer and the readers.

a. Writer

The writer got experience with knowledge about teaching strategy in teaching English for deaf students.

b. Readers

The readers can enlarge their knowledge about teaching strategy in teaching English to deaf students.

3. Pedagogically

The research can give the advantages for the teachers and the students.

a. Teacher

This research should give motivation for teachers to improve the teaching strategy in teaching English to deaf students.

b. Students

It gives motivation to deaf students to learn English.

F. Organization of the Thesis

In order to give the guidance for the writer and the readers in understanding the readers in understanding the research paper, the writer organized the organization of the thesis into five chapters comprising introduction, review of related literature, method of investigation, findings and interpretation and the last conclusion and suggestions. Chapter I presents introduction, which consists of background of the study, research questions, definition of key terms, objectives of the study, significances of the study, and organization of the thesis. Chapter II presents review of related literature, which contains theoretical study, previous studies, and theoretical framework. Chapter III presents method of investigation, which consists of four subparts. Those are research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.

