

CHAPTER I

INTRODUCTION

This chapter describe the background of study, problem of study, objectives of study, significances of study, scope limitatation and definition of key terms

A. The Background of the study

English is one of as an the international language. In global era English has become very important for the object of the study it is taught in every school. In Indonesia, English was taught start from elementary schooll until univercity to make the students understand this language and also can speak or write English well. In Teaching English, there are four important elements that can teach by the teacher. Those are: writing, speaking, grammar and listening.¹

In other side language is one of the most important things in comunication and it is used as a tool of comunication among the Nations in all over the World. As in international language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesia, English is considered as the First foreign language and taught formally from elementary school up to the university level. English has been the compulsory subject not only for for the ordinary school but also for the special Education.

¹Wina sanjaya.*Strategi Pembelajaran Berorientasi Standar Proses pendidikan*,(Jakarta,Kencana Prenada Media Group,2008), 255

The people who lose their ability to hear, they can be called as Children with problem in learning and bring Children with special needs in special Education, in other word they can be called hearing-impaired students who has consequence into language Property trouble in Communications. They are called render another people include in their Education service. In Indonesia these days: the Education service for hearing-impaired Children is segregated. Namely, Education for hearing-impaired or Children with special needs is separated with the Common. Manifestation of this Education has segregated characteristic is called SLB (Sekolah Luar Biasa).

Language learning in the hearing-impaired Community is in critical condition. Despite efforts to mainstream them into public school and to develop new techniques for teaching English to hearing-impaired students, the average of them get difficulties to read or write especially when they Learn English as a Second language, because the teacher can not find the appropriate strategy to teach them well especially in English subject. English is the only subject which provides oral Training, and which concentrates on lip reading and writing English or total Communications Training which uses oral English as well as sign English²

SMALB-B Putra Asih Kota Kediri is the only special school in Kediri which has English as an obligatory subject that must be learned by hearing-impaired students. Because English is one of subject that examined in National Examination (UAN) so, the hearing-impaired students have to learn

²David Nunan, *Practical English language Teaching*. (New York: The McGraw-hill comp., 2003), 89.

English as well as possible. In other case SMALB-B Putra Asih as school especially for students who have problem with hearing or mentally retarded but this school applying 2013 curriculum as the basic material to teach the students, and have a special guide book for teaching the students. As we know nowadays many school still use KTSP as the curriculum but SMALB-B Putra Asih employs 2013 curriculum, and such phenomena becomes the interest of researcher to conduct this study. Another thing that attracts the researchers interest to conduct the study in SMALB-B Putra Asih is the requirement for the new students to pass the entrance test conducted at the beginning of the study. As a matter of fact, this private school is known in Kediri due to the achievements in every competition holds in the level of province.

Due to the fact that is depicted above, and the researcher becomes intereted to studies about "*The Implementation of Teaching English to The Hearing-Impaired Students at SMALB-B Putra Asih Kota Kediri.*"

B. Problem of study

Based on the previous background of the study in previous discussion and the started and to specify this, the researcher formulates the problems as follow:

1. What are materials of English taught by the teacher to the hearing-impaired students of SMALB-B Putra Asih Kota Kediri?
2. What are the objectives of the English teaching to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri?

3. What are strategies of teaching used by the teacher in teaching English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri?
4. What kinds of evaluation used by the teacher in teaching English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri?

C. Objective of the Study

Based on the research problem, the researcher sets the purpose of the study is:

1. To describe the material of English taught by the teacher to the hearing-impaired students of SMALB-B Putra Asih Kota Kediri
2. To describe the objectives of teaching used by the teacher in teaching English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri
3. To describe the strategies of teaching that are used by the teacher in teaching English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri
4. To describe the kinds of evaluation of teaching used by the teacher in teaching English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri

D. The Significance of the study

The result of this study is expected to be any use theoretically. Theoretically, the result of this study are expected to contribute to the Development of English teaching to the hearing-impaired students and giving

a little introduction and description to candidate of English teacher about the English teaching to the hearing-impaired students.

Practically, this study is expected to be of any use: for the English teacher and the candidate of English teacher to easily choose material, method, strategy, media, evaluation and the process of teaching English to the hearing-impaired also.

E. The scope and Limitation

This research was taken in SMALB-B Putra Asih Kota Kediri, the only special school that has English as a subject for hearing-impaired students in Kediri. The scope of this study is limited, the researcher limit his Research on the problem of the teacher in teaching English to the shearing impaired students at SMALB-B Putra Asih Kota Kediri.

F. The Definition of the key term

To read and understand this thesis clearly, the researcher makes the definition of key term. It avoids misunderstanding and misconception for the reader. The researcher defines as

1. Implementation

Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard in teaching-leaning process in an education institution (SMALB-B Putra Asih Kota Kediri).³

³Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group,2010),hlm. 53

2. Teaching English

Teaching is an activity of the teacher in teaching English to their students. In this case, the teaching English is the teacher activity to teach English to the hearing-impaired students at SMALB-B Putra Asih Kota Kediri.

3. Hearing-impaired student

A term used to describe hearing loss, which recognizes that nearly all deaf people have some degree of hearing, known as residual hearing.⁴The degrees of hearing impairment way very across speech frequencies at different level of intensity. In this Research, hearing impaired students are the students who take study at SMALB-B Putra Asih Kota Kediri.

⁴Jack C, Richards, John Platt, Heidi Platt. Longman: *Dictionary of Language Teaching and Applied Linguistics*.(Longman Group UK limited:1992),166