

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

In the last 2 years, the spread of COVID-19 has brought a lot of suffering to the world. It forced human to adapt with new lifestyle to reduce the spread of the virus for survive. For 2 years, almost all human activities that are carried out face to face had turned into online activities. Many adverse human impacts behind the good intentions of making this policy to reduce face-to-face activities have resulted in various kinds of pros and cons, especially in the world of education.

In the world of education itself, the transition of activities from face-to-face activities into online activities initially received a positive response from many communities. It created a happy impression for students who should study at school now only need to sit and study from home. Students felt that they no longer need to bother carrying bags with heavy books in it, wearing school uniforms and attending ceremonies on every Monday. Likewise with teachers and parents, they thought that this policy is a hope that students or their children can continue to study without fear or worry about being infected by the virus. As time goes by, people began to feel the negative impact of online learning policy. Many students started to feel bored and miss the school atmosphere, as a result, many students were lazy to participate in online learning activities.

The Covid-19 pandemic has two impacts for educational sustainability. The first is the short-term implication, many Indonesian families in both urban and rural areas are not very accustomed to homeschooling. Homeschooling is a big surprise for people in Indonesia, especially for the productivity of people who are busy to work outside the home. All elements of education in social life are infected to illness through COVID-19 because education is done online. This process has never happened before, so it was happening on a scale that has never been measured and tested. In remote villages with a very dense school-age population, the information technology infrastructure is limited so that it inevitably causes confusion. Student reviews go online found that there is a lot of trial and error in uncertain systems. The second is the long-term implication. Many groups of people in Indonesia will be exposed to the long-term effects of this COVID-19. The long-term implication of education is an aspect of justice, increasing inequality between community groups and between regions of Indonesia (Rizqon, 2020). Due to all implications, some students decided to drop out of school, this brought fear to parents and teachers. This fact is supported by the statements from the Indonesian minister of education Nadiem Makarim (2021) that the increase of number of children dropping out of school during the pandemic was 1.12%. The cause is prolonged distance learning. He also stated that the impact of dropping out of school would lead to Indonesia falling behind in education. That are just several bad news about the world of education in

Indonesia, there are others that unseen to have our attention. Indeed, normal students can feel the good impact at the beginning of the online learning policy, but what about students with disabilities, specifically students with hearing impairment? How do they struggle with the online learning activity? Particularly in online English learning as foreign language.

Initially, online learning focused on normal and academically accomplished students, but online learning programs have been developed and expanded to include more students because teachers have discovered the advantages of this program and offer alternative learning and successfully involve students in learning. This expanded program seeks to address the diverse learning needs of all students, from normal and high achieving students to students who are at risk of leaving school before graduation or students with disabilities (Cavanaugh, 2013). Online schools have added healing and removed gaps in learning that limit students, achieving the mission of developing this online education system is equality given to students with disabilities. Virtual school is a viable program choice to increase the number of students with disabilities at risk (Liu F, 2011). Although now activities in the world of education are starting to recover, some schools begin to open gradually and limited, the same as students with special needs that still need more attention in support for online learning. But it is still possible that one day Indonesia will face a situation that force traditional education switching to online education. Therefore, Indonesia

should have prepared good regulations, implementation, systems, and knowledge about this matter.

This research focuses on the exploration of English learning as a foreign language through the online learning process for students with hearing impairment. This research explores what has happened in the world of education for disability in Indonesia, specifically education for students with hearing impairment in online English learning. It is not easy to teach EFL (English as a Foreign Language) to students with hearing impairment. Often, educators use traditional EFL teaching in traditional English classes (Huang, 2020). Internal barriers such as special needs experienced by students with disabilities in learning English as a foreign language is not the only problem, but there are also external barriers that make it difficult for students with disabilities to learn English, these barriers are online learning policies.

As explained in the third paragraph, online learning has indeed had a negative impact on the world of education when viewed from the point of view of education itself. Although, it must be admitted that online learning policy can suppress or suspend the spread of the virus if viewed from a social and health point of view. With the approach to find out how learning experience that have been experienced by students with disabilities and all parties involved such as teachers, there will be a new perspective for everyone involved in the world of education which will be weapon to face problems like this.

## **B. Research Questions**

The formulation of the problem in this study departs from the curiosity of the researcher about how students with disabilities and teacher do online learning. The researcher feels sorry for students who have special needs such as hearing impairment. After the researcher realized that what he thought and felt was important, then the researcher took that idea as a research hypothesis which will be developed and then investigated in this study. But of course there must be main questions or problems that must be answered. Therefore, the researcher has summarized or determined the main issues to be discussed in this study;

1. How is the experience of students with hearing impairment in adapting to online learning English as Foreign Language?
2. How is the experience of teachers in developing learning strategies or methods and supporting students with hearing impairment in online teaching of English as Foreign Language?

## **C. Research Objectives**

The purposes of this study are categorized by the formulation of the research problems or the research questions. Each participating sample has a different purpose specifically, but the same research purpose, that is to examine experience. Specifically, this study is intended to;

1. To explore or investigate what has been experienced by students with disabilities during the online learning policy enforced.

2. To explore or investigate learning strategies or method and efforts that has been developed and applied by the teachers in online learning of English as Foreign Language for students with disabilities.

#### **D. Research Significance**

Generally, this research will provide benefits in the form of new knowledge for the wider community, the public will get new information or perspectives related to the world of education for students with disabilities. This research also provides special benefits to several groups involved in it;

1. Students with special needs, they will be more confident to voice their opinions so that many people can hear them and know what they have been through, So there will be a lot of understanding or knowledge that can help students with disabilities in facing online learning.
2. Teachers or educators, they will gain insight related to the English teaching experience that have been passed by teachers who teach students with disabilities, with this experience insight can be a reference in developing or improving the quality of online learning of English as Foreign Language for students with disabilities.

## **E. Definition of Key Terms**

This research will provide definition of key terms to explain the reader about the understanding that will be observed and discussed in this research.

### **1. Online Learning**

Web based learning is a schooling or a teaching and learning that happens through the web. It is regularly called as "e-learning" or "online learning" among different terms. Notwithstanding, web based learning is only one kind of "distance learning", the general term for any discovering that happens across distance or controled from far away and not in a real classroom.

Online learning causes an educational change in the way teachers and students teach and learn. There is a shift from top-down conferencing and passive learning to a more interactive and collaborative approach which the student and teacher shape the learning process together. The role of the teacher changes from "wise man on stage" to "companion from other side".

Talk about the adventages of a prominent point of digital literacy surroundings is the capability to present content in multiple ways it is one of the major principles of universal design for literacy. The combination of audio, videotape, textbook, and other ways to convey lessons give normal students and students with disabilities

more access to classes and literacy openings and fresh ways to demonstrate their understanding when multiple options for students are made. With further immediate access to students performance data, preceptors can customize the pace and focus of instruction to match students' unique conditions (Andrew I, 2015).

## **2. English as Foreign Language**

As an international language, English is an important language to be learned. The English curriculum and pedagogy as a foreign language has emphasized the importance of teaching communication strategies and the functional use of language with the aim of communicating well. English has been considered as a second language so far. But in other parts of the world, English is a foreign language. In other words, although it is often taught widely at school, it does not play an important role in national or social life. Foreign languages are one of the curriculum courses, and teachers need to encourage students to speak a lot and express their ideas in class. Students are expected to have English skills or knowledge that can be used for communication. In the course of teaching and learning, English teachers generally sought to teach a foreign language in a more similar way than learning a first language. (Geoffrey, 1980).



### **3. Learning Experience**

Learning experience refers to some interactions, courses, programs or other experience which learning takes place, whether it takes place in traditional education settings (schools' building and classrooms) or non-traditional education settings (outside of school, outdoor environments) or if they involve traditional educational interactions (students learn from teachers and professors) or non-traditional interactions (students learn through games and interactive software applications).

As for the education experiences that students with disabilities go through, videlicet the actuality of a narrower digital eminence in the sense that students have greater physical access to technology, those who can not use it is at the greater disadvantage because of the central part that technology plays in society at large (Conole G, 2012). Developing a visionary approach towards online learning means that decision-makers or teachers must first be apprehensive of the availability walls that students with disabilities can face in a digital learning (Sean J, 2016).

### **4. Disability**

Disability is a term that means, with respect to a person, mental impairment or a physical that limits one or more major life activities for that person significantly, a history of such impairment,

or is considered to have such impairment. Although people with disabilities are sometimes referred to as a single population, actually it is a diverse group of people with diverse needs. Two or more people with the same type of disability can be affected in very different ways. Some disabilities are probably invisible or not easy to recognize.

Disability is a riddle that is endured by people but doesn't necessarily understand. While there are a lot of people who are born with disabilities or special needs, utmost of people are familiar latterly in life. Nowadays, what was formerly supposed a strange thing, or some stuff different with our bodies and experienced, constantly becomes an intimate part of our lives as we progress. Disability is a worldwide miracle with global consequences (Allison R, 2017).

Disability is both a private and public experience. For some, disability represents a particular catastrophe to be avoided if all possible, an opprobrious condition to be denied or hidden if present and negotiated within the sanctuary of one's family and particular space. For others, disability is a source of pride, a symbol of fortified self-identity and self-worth, and a central power coalescing a community intent on exalting the values of life, human rights, citizenship, and the tolerance of difference. Disability for numerous reasons is a reconsidering experience, adding value to individual

lives, and clarifying what it means to be human. Disability as difference enriches society and creates new sets of important social bonds, liabilities, and opportunities for individualities, families, and society (Gary, 2001).

### **5. Student With Hearing Impairment**

Student is member of the community who seek to develop potential through the learning process along the educational path, both in formal, informal and non-formal education, at certain levels and types of education. The students referred to here are students with special needs who have the will to develop their knowledge in the world of education. Students with hearing impairment are students who have problems with their hearing organs, resulting in inability to hear, ranging from mild to very severe, classified as deaf and hard of hearing.

### **6. Teacher / Educator**

Teacher is an educated person who guides student to learn and develop knowledge. Teacher is a wise man in the school because teacher not only develops knowledge but also leads the students to have a good personality and charismatic attitude. The teacher referred here is a teacher who helps the student with disability to learn.

