

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

#### **1.1. Background**

All of deaf students with disabilities have a proper education in special school. It is known as *Sekolah Luar Biasa* (SLB) in Indonesia. Therefore, a special school is a school which is specifically purposeful to provide and support the needs of special education for students with special needs. According to Firestone (2014), special education refers to facilitated the students needs. In Indonesia, the government established special school for students with special needs, according to Law No. 72 of 1991 where it is stated that every child with disabilities has the right to go for an education. Based on the Individuals with Disabilities Education Act (IDEA), there are 13 categories of children with special needs such as Autism, Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Thus, special school is the school to give motivation for the students need with special needs. In other words, deaf students is the most case in Indonesian special schools.

Following that, deaf students are the students with loss hearing and difficulties in learning English vocabulary or disabilities to comprehend when

a teacher teach vocabulary.

Therefore, deaf students with disability struggle in learning especially in learning English vocabulary. They face difficulties to understand new skills and study slower compared to other students of the same age (Association for Higher Education Access and Disability [AHEAD], 2011, p. 15). According to Zyks and Kontra (2016), some problems for deaf students are poor vocabulary and mistake in matching words. In this study, the teachers focused only about teaching vocabulary for deaf students although the teachers have a challenges when the teachers teach.

Process of learning English for deaf students is cannot the same with normal students because deaf students is loss hearing or not hear well. According to Oyewumi (2008), deaf and hearing impaired students tend to be visual learners and this is difficult in an environment where much essential information is delivered exclusively by word of mouth. Thus, the teachers have some challenges in teaching for deaf students. According to Mpfu, John, Chimenga and Sylod (2013), teachers challenges in teaching deaf students that is the teachers need have special considerations to adjust to disabilities of their behaviors . According to Kodiango and Syomwene (2012), found that two challenges for teacher in teaching hearing impairment such as, deaf in composition writing during English lessons and hearing impaired learners in answering comprehension questions in English lessons. In the end, it is still possible for deaf students to learn the English vocabulary well.

Based on the explanation above, a preliminary study was conducted at SLB B Pembina Palembang. Deaf students learn English for 2 hours in a week. Based on the policy at SLB-B Pembina Palembang, English as a subject for deaf students, but in learn English the teachers only focus teach about grammar because deaf students is low cognitive. Following that, the subject of English was applied since the Curriculum 13. English instruction is arranged by

Indonesian Educational Ministry regulations under curriculum 13 (K-13). But, it was found that the teachers did not apply the English teaching practice in accordance with the curriculum. Therefore, it was essential to know the teachers challenges and the reasons this case happened.

Furthermore, there are some researchers who have done the similar research about teacher challenges in teaching English vocabulary for deaf students. Fadhilah, Adi and Unsiah (2007) explains about challenges in teaching of *Yayasan Putra Tunas Bangsa* teacher. It shows that there are some challenges such as, lack of background knowledge of the students, students difficulties in differentiating similiar words, get the students attention without calling their names, limited vocabularies, teacher needed to adapt material and media, teacher faced difficulties in finding the appropriate media for the students, students made mistakes in understanding words and need repetition in delivering the material. Besides, Kodiango and Syomwene (2012) found that two challenges for teacher in teaching hearing impairment such as, deaf in composition writing during English lessons and hearing impaired learners in answering comprehension questions in English lessons. Then, Sari (2017) found the English teacher activities in instructing the students consisted three activities namely preparation, application of facilities. In short, some researchers found that teachers challenges in teaching especially when the teacher teach and evaluation.

By concerning the explanation above, the writer researched the teacher's challenges in teaching English Vocabulary for deaf students of Special School in Palembang because, challenges is one of problem that happen when the teacher in teaching English for deaf students, especially for normal teacher. I am interested to conduct the research about Teacher challenges in Teaching English vocabulary at Special School in Palembang. Thus, I want to find out the teacher challenges in teaching vocabulary for deaf students. This study was entitled "Teacher's Challenges in Teaching English Vocabulary for Deaf Students : A Case

Study at SLB-B Pembina Palembang” by analyzing the teacher challenges in teaching English Vocabulary for deaf students.

## **1.2 Research Problem**

From the introduction above, the research problem was formulated in the following question:

1. What were the teacher’s challenges in teaching English vocabulary for deaf students at SLB-B Pembina Palembang?

## **1.3 Research Objectives**

Related to the problem above, the research objectives was:

1. To find out the teacher’s challenges in teaching English vocabulary for deaf students at SLB-B Pembina Palembang.

## **1.4 Significance of the Study**

The results of this study were expected to give both theoretical and practical advantages. First, this study hopefully gives additional information to the teachers so they can choose more appropriate ways to teach English to their students. Second, this study wishfully could be the input for the school to improve the quality of education especially in English Vocabulary for deaf students. Third, this study give information the teachers know how to begin to resolve this problem early. In side that, teacher will kknow the challenges they have when teaching English for deaf students. Thus, teacher and deaf students make a approaches to reduce teacher challenges in teaching English. This study is also hoped to give the benefits for the other researchers. It can be references for other researchers want to have a similar research. It is also expected

that the teacher challenges in teaching English for deaf students the topic will be discussed more deeply. Then for researcher self, this research can give information how to analyze the teachers challenges in teaching English vocabulary for deaf students.