

# CHAPTER I

## INTRODUCTION

### A. Research Context

The world of education demands that every individual in this era of globalization be required to learn languages, one of is learning English. English is a very important subject to learn. Benefits of English have a wide scope both in terms of education, technology, the world of work, even as a medium for socializing. English education is not only taught in schools in general, English is also studied in school special students. So that people with special needs are not prohibited from learning English.

People with special needs are those who have differences with the average person his age or in general. This difference occurs in several ways, such as the process of growth and development that experiences abnormalities or irregularities both physically, mentally intellectually, socially and emotionally.<sup>1</sup>

In this case, it does not mean that students with special needs always show mental, emotional and physical disabilities. But they have special characteristics that are different from people in general, such as blind student. Physically, it seems that children with special needs, but seen mentally and emotionally may not necessarily have other advantages. It could be despite blind student but has intelligent. Of course people who have

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<sup>1</sup> M Ramadhan, *Ayo Belajar Mandiri Pendidikan Keterampilan & Kecakapan Hidup Untuk Anak Berkebutuhan Khusus* (Yogyakarta: Javalitera, 2012), 10.

special needs in the world of education get different treatment from schools in general as well as blind student. A student with with visual impairment in the process of education must be adjusted according to the physical and mental condition. That is a challenge for a teacher to teach material, especially language material in speaking English.

English can be learned by various methods to adjust to the condition of the blind. Teachers can convey speaking lessons can use methods such as audio lingual method. Audio-lingual method is a method in which many practices and exercises for good language in the form of dialogue.

The researcher did pre-observation at the school, namely SLB PGRI Tlanakan Pamekasan, the implementation method used by the English teacher in the school did use a variety of methods according to the deficiencies that occur to students, especially the blind in learning English in class. The teacher used the audio lingual method which is indeed an effective method used in fluency in speaking English. Because the researcher seen a student with visual impairment following the teacher conversation in the class. Because Audio Lingual Method uses an adventure of language skills that is repeated orally. So students can repeat and talk as originally said. During the method is running well, the student will feel comfortable and the material delivered will be well received.

By this research, the researcher tries to find how the teacher teach a blind student in the class, especially on learning speaking skill. Based on phenomena above, the researcher interest to know more the implementation

of Audio Lingual Method in learning speaking for student with visual impairment at SLB PGRI Tlanakan Pamekasan.

## **B. Research Focuses**

According to John W. Creswell research problem are educational issues, controversies, or concerns that guide the need for conducting study.<sup>2</sup>

Based on the definition above, this study is conducted to collect detail information and give the information about the implementation of Audio Lingual Method used to teach speaking for student with visual impairment. There are some problems that connected with this study, they are:

1. How is the implementation of Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan?
2. What are obstacles of Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan?
3. How does the teacher overcome the obstacles by using Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan?

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<sup>2</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (London: Pearson, 2012), 59.

### **C. Research Objectives**

Objective of the research problem is the way to solve the problem itself. It can be answer all the question above. Focus of the study, objective of the study are:

1. To know the implementation of Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan.
2. To know obstacles of Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan.
3. To know the teacher overcome the obstacles by using Audio Lingual Method in teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan.

### **D. Significances of Study**

Significance of research refers to contribution of the research result to improvement of the related practice (practical contribution) and or to development of the related theory (theoretical contribution)<sup>3</sup>. The significance of the study in theoretical contribution of this research is

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<sup>3</sup> Muhammad Adnan Latief, *Research Methods In Language Learning An Introduction*, (Malang: Penerbit Universitas Negeri Malang, 2013), Page.166

expected to give more and new information about the result of the research.

The significance of the study are:

### **1. Theoretical Contribution**

This study of research is expected to provide information for success in teaching learning speaking exactly for teacher at SLB PGRI Tlanakan Pamekasan and to give a new reference in library of the Institute of Islamic College Madura (IAIN Madura). It also support and useful for other references that talking about Audio Lingual Method, Speaking, and Student with Visual Impairment.

### **2. Practical Significance**

#### **a. For The Students**

For student can motivate their learning by using Audio Lingual Method and it can make the student easier to understand more about the material that delivered by the teacher.

#### **b. For The Teacher**

The result of this research hopefully help the English teacher to improve and develop their method in teaching speaking by giving Audio Lingual Method for their student.

#### **c. The Researcher**

To help the researcher to get new information about the topic discussed by the researcher. The researcher will know the cause of

this problem especially in teaching speaking for student with visual impairment using Audio Lingual Method.

#### **d. The Further Researcher**

It helps giving an additional information about the topic discussed by the researcher. By reading the study, the researcher will know the method used by the teacher and become reflection for the next researcher if they want to know more about the implementation of ALM in learning speaking for student with visual impairment.

#### **E. Scope and Limitation**

The scope refers to what the researcher deliver to the writer, and the problem that researcher would like to discuss about. In this study the scope is focused on The Implementation of Audio Lingual Method in learning speaking at eight grade SLB PGRI Tlanakan Pamekasan. The limitation means that the study only about the object of study, the researcher gives a limitation to the problem. It will be an important thing because the problem of research will be out of context, so the result of the problem will not be focus because the researcher knows that special students has many kind. So that the limitation of this research is only for student with visual impairment of eight grade on their eyes happend blindness.

#### **F. Definition of Key Term**

To avoid misunderstanding in the readers about this study and make it easy to understand essence of this research. Scope is range of that a subject

organized.<sup>4</sup> While limitation are potential weakness or problems with the study identified by the researcher. <sup>5</sup>The researcher provide the definition of the key term used in this research, those are:

### **1. Audio Lingual Method**

Audio-Lingual method is one of method which use drills and pattern and applied by the teacher in teaching English to student with visual impairment at SLB PGRI Tlanakan Pamekasan. The method focus on speaking skill. In the process used Audio Lingual Method, the students first hear a language. Later, they speak the language.

### **2. Speaking**

Speaking is about the ability of human to express their ideas, feeling by using oral speech, which is has an importan to know or study, and also speaking become the skill on teaching English for student with visual impairment at SLB PGRI Tlanakan Pamekasan.

### **3. Visual Impairment**

Student with visual impairment is one of student at the school that have student special need. Students visual impairment is experiences interference in their eyes or happened something on their eyes, one of them is totally blindness.

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<sup>4</sup> *Oxford Learners Pocket Dictionary* (New York: Oxford University Press, 2008), 838.

<sup>5</sup> Creswell, *Educational Research*, 199.