

CHAPTER I

INTRODUCTION

This chapter covers the discussion about the reason why the researcher is interested in this topic, what questions that the researcher is eager to discover, the essential of this thesis and some definition relate to this thesis. Those items will be described completely as follows:

A. Research Context

Language as the way of communication has an important role in our lives. Therefore, between language and communication are related. The importance of language learning is not only for students who have good mental and physical, disabled students also need to learn about language. Language intelligences for disabled students is more directed by the teachers so that disabled students are able to communicate properly and correctly, both in writing or verbally. Study of foreign language learning is also needed, especially in learning English on s for disabled students with deaf.

Disabled students with deaf or what we commonly call student with visual impairment (blind people) are students who have no ability to hear absolutely and those who still have the ability to hear but unable to use their ear. Meanwhile according to Aqila, students with deaf are not only children who are lacking of hearing but also the

students who have lacking in speech skill.¹

Furthermore, language learning in Extraordinary School (SLB) has their own aims in helping disabled students, they are helping the students to recognize themselves and others, helping the students to express their feelings, and helping the student devote their ideas and imagination.² Therefore, learning languages especially in foreign languages for disabled students requires a good learning strategy. As explained by Dick and Carey, that learning strategies consist of all components of learning materials and procedures or stages of learning activities used by the teacher in order to help students achieve certain learning goals.³

This research had been done by Wilda Rusaili, 2015, entitled "*The Teachers' Strategies in Teaching English Subject for Students' with Autism at SDLB Negeri Saronggi Sumenep*", those titled tells about what are the strategies used by the teacher in teaching English subject for students' autism at SDLB Negeri Saronggi Sumenep, to identify the difficulties faced by the teacher in teaching English subject for students' autism at SDLB Negeri Saronggi Sumenep, to know how to overcome the problems that faced by teachers in teaching English subject for students' autism at SDLB Negeri Saronggi Sumenep. But in this case, researcher focus on the maternal reflective method used by teachers in teaching learning English and it is for student with deaf at

¹ Aqila Smart, *Anak Cacat Bukan Kiamat (Metode pembelajaran & Terapi untuk anak berkebutuhan khusus)* (Yogyakarta: Kata Hati, 2010), 34.

² Zainal Aqib, *Penelitian Tindak Kelas TK, SLB/SDLB* (Yogyakarta: AR-RUZZ MEDIA, 2017), 277.

³ Abdul Majid, *Strategi Pembelajaran* (Bandung: PT. Remaja rosda karya, 2016), 7.

senior extraordinary school (SLB) PGRI Pademawu.⁴

Furthermore in achieving educational goals, students with deaf need a bridge. The bridge is a method and teaching principles that a teacher must do. The method and principles of teaching for students with deaf are very different from the method and principles of teaching for normal children. Students with deaf have a habit, such as when taking a conversation they will see our lips, then they will see our expression, and they will see our body cues. Then they will felt to find out what they were hearing.

Therefore, language learning for students with deaf requires the specificity of methods and media. The media that used for teaching students with deaf is the media that can be seen by seeing and touching is like reading book.

In this case, based on these problems the researcher was interested in knowing how the maternal reflective method carried out, because this method are different with another method and this method is only used in an extraordinary school especially for deaf student. The researcher also interested in taking this tittle because the researcher wants the reader can give more attention for the education od disabled students. So, for those reason, researchers want to conduct research with the title **"The Use of Maternal Reflective Method in Teaching English to Disabled Students with Deaf at Second Grade in SLB PGRI Pademawu"**

⁴ Wilda Rusaili, "The Teachers' Strategies in Teaching English Subject for Students with Autism at SDLB Negeri Saronggi Sumenep" (2015). (Thesis The State of Islamic College Pamekasan).

B. Research Focuss

The research focus needs to stand on its own and be recognized as a distinct step because it represents the problem addressed in the study.⁵ In qualitative research methodology, it is formulated just in temporary while and it will develop in the field research.⁶ Based on the phenomenon in the research context, this study is conducted to collect detail information and give detail description about the maternal reflective method that used by teacher to teach English to disabled student with deaf. So that the researcher focused on:

1. How is the maternal reflective method used in teaching English to disabled student with deaf at SLB PGRI Pademawu?
2. What are the difficulties faced by the teacher in teaching English to disabled student with deaf at SLB PGRI Pademawu?
3. How to solve the problem faced by the teacher in teaching English to disabled student with deaf at SLB PGRI Pademawu?

C. Research Objective

According to Mohammad Adnan Latief, the objectives are stated as the goal of research to be achieved by researchers.⁷ The objective of the study states what the purpose are the researcher will study

⁵ John W. Creswell, *Educational Research*, Fourth Edition (Boylston Street: Pearson Education, 2012), 59.

⁶ Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Bahasa* (Malang: UM Press, 2010), 28.

⁷ Mohammad Adnan Latief, *Research Methods On Language Learning* (Malang: UM Press, 2013), 27.

about the problem. From this objective of study, the researcher gives some the purposes of the research, as follows:

1. To describe the maternal reflective method that is used for teaching English to disabled student with deaf at SLB PGRI Pademawu.
2. To know what are the difficulties that is faced by the teacher in teaching English to disabled student with deaf at SLB PGRI Pademawu.
3. To know how the teacher solves the difficulties in teaching English to disabled student with deaf at SLB PGRI Pademawu.

D. Significances of The Study

This section explained about the important of the research. We can see the important of research in two aspects, they are scientific social aspect then we can divide it into theoretically and practically. Theoretically significances can give a benefit in increasing the knowledge, while practically significances will give a benefit to solve some social problems.

So that, the researcher hopes this research can give the advantages for the readers, either theoretically or practically, as follow:

1. Theoretical Significance

Theoretically this research will be alternative reference for the teacher in an Extraordinary School (SLB) especially in teaching in English Subject.

2. Practical Significance

Practically this research is hoped to be useful for some people, especially for students with deaf, the teacher, and for the reader, here as follow:

a. Students with deaf

The researcher hopes the students with deaf can develop and master their English s like the normal students' have.

b. The Teacher

This research also will help the teacher to get the right method to teach English subject for students' with deaf.

c. For the Reader

It will be additional knowledge for the readers and they can give more attention to the education of disabled students.

E. Scope and Limitation

The scope of research provides information gathered to compile data while limitations are potency problems with the study identified by researcher.⁸ Therefore, scope and limitations will refer to the parameters which the study will be conducting.

⁸ John W. Creswell, *Educational Research*, 199.

In this case, the scope of the study is the teachers' method in teaching English subject. Then the researcher limits of this study on the students' with deaf at an extraordinary school (SLB) PGRI Pademawu.

F. Definition of Key Terms

Definition of key terms is provided to avoid misunderstanding of the difficult words for the readers. So that the researcher would like to explain the terms use in this research, as follows:

1. Maternal Reflective Method

Maternal Reflective Method is a method used in teaching to deaf student, where the teacher uses picture or real object to make sure the deaf student understand the material and be able to communicate using good and right sentence.

2. Students' with Deaf

Students' with deaf are the students who lose of hearing and getting difficulties in communication.

3. English teaching learning

English teaching learning is the activity of transferring English knowledge from teacher to students and or among students in a certain area with a certain purpose by certain method.

4. Extraordinary school (SLB)

Extraordinary school is a school which provided for students with special needs. This school has many strategies and facilities to

support process teaching learning for disabled students.