

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will explain about background of the research, the problem of the research, the objective of the research and the significance of the research.

#### **1.1 Background of The Research**

Education is right for every human, include people with disability. However, people with disability often face difficulty when they want to choose the desired institution for their education based on their own favor and ability. It happens because there is a limit of the supporting facility for people with disability. It contrasts the core objective of the education itself which give students the needed skill and competency to increase their life welfare (Salvia, Ysseldyke, & Witmer, 2012).

Inclusive education is one accessible way for people with disability to get equal education. Besides, it gives them alternative solutions in choosing their desired education institution besides special school (UNESCO, 2015). Moreover, UNESCO explains the objective of inclusive education is to accommodate the various needs of students with disability, including interest differences, characteristics, and ability. By implementing inclusive education, it is expected to lessen the discriminative acts, build a friendly community for people with disability, create an inclusive environment, and equalize the education for every human.

In Indonesia, the inclusive education policy then obtain legal support by the Decree of the Minister of Education No 70-2009 regarding inclusive Education for Students with Disabilities and with Special Talents (Yusuf & Yeager, 2011). The policy declare that students with mental, physical, emotional, social disabilities and special talents reserve the rights to receive educational service that accommodate their special needs (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009, 2009). The implementation of this decree is the emergence of inclusive education in various education level, and *SMA Inklusif Galuh Handayani* is one of the example.

*Galuh Handayani* is an institution which administer inclusive education in various levels, range from kindergarten, elementary school, junior high school, and college (equal to Diploma 2). Located in Surabaya, the school was established in 1995, under the umbrella of *Yayasan Peningkatan Prestasi Siswa*. In the first seven years, *SMA Galuh Handayani* were focusing on educating student with slow learner. In January 20<sup>th</sup>, 2003, a handbill released by Directorate General of Management of Basic and Secondary Education (*Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah*) number: 380/C.66/MN/2003 concerned with inclusive education, *SMA Inklusif Galuh Handayani* has officially minister inclusive education. Besides, in January 19<sup>th</sup>, 2009, *Galuh Handayani* received recognition from Directorate General of Management of Basic and Secondary Education (*Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah*) as the “pioneer of inclusive education administrator in Indonesia”. Regarding to that

matters, the focus was not only educating student with slow learner, but also normal students, and students with other disabilities.

According to Individuals with Disabilities Education Act (2004) as cited in Hallahan dan Kauffman (1991) there are some categories of disability such as autism spectrum disorder, vision impairment, deaf or hard of hearing, mental health conditions, multiple-physical disability, intellectual disability, traumatic brain injury, and speaking disorder. In order to know students with disabilities needs, the researcher is only focusing on one category that is deaf and hard of hearing students.

Deaf, based on *Individuals with Disabilities Education Act* (IDEA, 2004) as cited by Kirk et.al (2009), is a serious hearing disorder which causes children incapable to process linguistic information through hearing sense although the child uses hearing supporting device. In addition, World Health Organization (2019) define deaf as an individual with profound hearing loss, which has little residue or no hearing.

The deaf itself has a different meaning based on the clinical and socio-culture definition. Based on clinical definition Kirk et.al (2009) states deafness or deaf is a condition where one has limit, disorder, or the loss of hearing ability that able to decrease the hearing sharpness, creating difficulty to do spoken communication, and/or difficult to understand the audio information that given on education process, meanwhile the hard of hearing terminology or hard to hear refers to all types of kid's hearing disorder. Furthermore, deaf in socio-culture refers to a community which is not seen deaf as a weakness, but according to Lintangari (2014) it is seen as "a sociocultural condition which places deaf people in

exclusiveness” in this case it is about how deaf people actively involved in non-deaf or hearing society’s events because of there is language barrier. Thus, deaf people tend to choose term Deaf instead of hearing-loss, because hearing-loss is referring to damage or inability (Lintangsari, 2014).

Based on the explained definition about the deaf, it is a condition where there is a barrier in a receptive sense. Deaf causes a slow in the language acquisition process. However, the existence of the barrier does not make deaf people unable to learn a foreign language. Their ability is surely affected by how much their linguistics knowledge is. Hence, it is important to know the ones Deaf condition, including the starting age of their hearing loss. It includes the causes of hearing loss since it is related to the process of language acquisition and development (Neville et.al, 1998).

The language acquisition process is different between children and others, it depends on the period when they get the deafness. The deaf period is very important since it creates the basis of communication, language, and speaking development. Deafness can be caused by congenital or acquired when one is in childhood or adult (Kirk, et al, 2009). Furthermore, Kirk et.al (2009) explained that deafness happened in two periods namely pre-linguistics hearing loss and post-linguistics hearing loss. Pre-linguistics hearing loss is when a child loses his or her hearing ability before their language skills are developed. Meanwhile, the post-linguistics period is when a child loss after he/she acquired or knew utterance or language. If a child got deafness before he/ she acquired language or there is no support from the surrounding to communicate, the child is categorized into

language delayed. On the other side, if a child got deafness after he/she acquired language and getting support from surrounding and help from devices or speaking therapy, then the language ability will develop in a quicker way and able to support the linguistic ability.

In this research, the researchers analyze the deaf students' language learning strategies by using language learning strategies theory proposed by Oxford (1990). There are two main categories of language learning, which are direct strategies and indirect strategies. Direct strategies is when the target language included in the learning strategy, which related to memory, cognitive, and compensation. Meanwhile, indirect strategies are related to metacognitive, affective and social without directly involving the target language in the learning strategy.

There are some previous studies related to foreign language learning for deaf students. First, is research by Alasim (2018) which focus on the participation and interaction of deaf and hard of hearing students in an inclusive classroom. This study aims to identify the barriers that affect the participation of deaf and hard of hearing students in an inclusive education setting, as well as to depict the strategies that assist their interaction with their hearing peers and teachers. The results show that the students face barriers which affect their participation in the class, therefore the teacher try to engage with them by doing face to face interaction. Besides, the hearing peers learn to use sign language in order to help them communicate with deaf and hard of hearing students

The second research by Dostal, Gabriel, & Weir (2017) about supports for the Deaf or hard hearing students' literacy development in inclusive class. The

results of this research showed the deaf students appointed a teacher to provide access for both the deaf or non-hearing students to improve their literacy by using 2 main principals: 1) Optimize the access to materials and conversation for deaf/hard hearing students and 2) creating materials in visual form.

Based on the previous studies, the hearing loss affects the process of language acquisition and the students need some adjustment during the teaching and learning process in inclusive classroom. Therefore, this research elaborate the learning strategies used by students with hearing loss in inclusive education in order to help students with hearing loss reach acceptable English proficiency. Hence, the researcher use language learning strategies proposed by Oxford (1990) to illuminates students with hearing loss language learning strategies. Moreover, theory from Hallahan and Kauffman (1991) regarding educational supports for Deaf students in inclusive class applied to analyze the support techniques provided by the teacher.

## **1.2 Problems of the Research**

Based on the background of the study above, the problem of the study can be formulated below:

1. What are the language learning strategies used by deaf and hard of hearing students in an inclusive English class?
2. What support techniques does English teacher provide for deaf and hard of hearing students during teaching and learning in an inclusive English class?

### **1.3 Objectives of the Research**

This research is aiming to, first, identify the learning strategies used by deaf and hard of hearing students in inclusive English class. Second, to elucidate support activities provided by the English teacher in an inclusive English class.

### **1.4 Significance of The Research**

The significance of the research is divided into two main significances as stated below:

#### **1.4.1 Theoretical Significance**

Theoretically, this research is expected to enrich the study of language learning, specifically in foreign language learning class for deaf and hard of hearing students in an inclusive education setting. The result of this research is expected to give insights about the learning strategies used by deaf and hard of hearing students and supports activities provided by the teacher that meet their needs.

#### **1.4.2 Practical Significance**

Practically, this research is expected to be a reference to arrange the learning plan for an educational institution which applies the inclusive education, especially foreign language learning for deaf and hard of hearing students. More specifically, this research is hoped to be a guide for inclusive class teachers to decide the proper teaching strategies that suit to deaf students' needs. By picturing the English learning pattern in inclusive class, the deaf students can practice and adjust the proper strategies hence they are able to understand a foreign language in better ways.