



CHAPTER I

INTRODUCTION



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This chapter presents the background and rationale for the research. It explains the rationale for the research, the problems addressed, and the objectives the researcher hopes to achieve. It also outlines the research's significance, scope, and limitations, as well as defining key terms essential to understanding the research focus.

1.1 Research Background

English is a universal language spoken by almost every country in the world. Consequently, learning English has become a necessity for everyone. as written by Faradila in the book *Linguistic Horizons*, that "As we know, currently English is an international language" Bensulong et al, (2023). English is the most commonly used language globally. Learning English is very important because it offers many benefits that can be useful once we are able to communicate in it Hamsia, (2022) . Therefore, English language development also needs to be taught to children with special needs, because being involved in learning or teaching English is a right for everyone. Language and vocabulary development for children, especially those with hearing impairments, can start from the lowest level. as stated by Ro'ifah, (2019) in her article that At an early age, it is very important to introduce good and correct language because it is very useful in communicating with the surrounding environment. Teaching English to children with special needs, especially those with disabilities such as hearing impairment , is a challenge for a teacher. In the context of inclusive education, teaching English to children with various special needs requires a different approach compared to children in general. This is due to the differences in the way children with special needs absorb and understand information, especially for the language aspect.

Vocabulary teaching is the most fundamental element in English learning for children with disabilities, as vocabulary is the primary foundation that will help them develop further language skills. Vocabulary acquisition is not a spontaneous process, but rather a process leading to good and correct vocabulary mastery. For children with hearing impairments, effective vocabulary comprehension will significantly contribute to their social interactions. Therefore, the level of vocabulary comprehension and the ability to pronounce these basic words are important indicators in assessing their communication skills and academic potential. A good vocabulary understanding can be a determinant of a child's academic success and communication skills (Iqbalullah, 2018).

Sound-based information directly impacts language acquisition and communication skills. For example, children with hearing impairments are more likely to also have speech disorders, especially if they do not have sufficient access to vocabulary from an early age. Hearing impairment or hard of hearing is a condition in which a person experiences permanent hearing loss. This condition is often related to the ability to speak. Generally, individuals with hearing impairments, especially those experienced from an early age, tend to experience delays or difficulties in speaking (Amanda, 2023) . This limitation stems from the fact that hearing is an important element in the language learning process, and without access to sound, this process is disrupted. Therefore, from an early age, vocabulary introduction to children with hearing impairments must be provided through methods appropriate to their condition.

The role of teacher in teaching children with hearing impairments is crucial. Teacher must be able to innovate in creating engaging and appropriate teaching methods to facilitate children's vocabulary comprehension. The challenges teacher face in teaching vocabulary to children with hearing impairments are not only limited to limited teaching aids, but also limited time and human resources. Many schools, especially Special Needs Schools (SLB), have limited

staffing of teacher specifically trained to handle children with hearing impairments. This indicates that specialized teacher training is essential to ensure quality education for children with hearing impairments.

Additionally, when teaching vocabulary to children with hearing loss, it's important to use strategies that focus on visualization, sign language, and multisensory approaches. Hearing loss not only affects a child's hearing ability, but also their overall language and literacy development. In this regard, visualization through pictures, illustrations, and animations can be an effective way to introduce vocabulary concepts to children with hearing loss. The use of sign language is also crucial, as it provides a means of communication that allows children to learn to understand and convey information in a way they understand.

A multisensory approach in teaching language to hearing impairment children can also increase learning effectiveness. For example, teacher can utilize various visual aids such as picture cards, props, and digital media rich in colors and shapes to attract children's attention and help them remember new words. The use of technology such as interactive educational applications can also be a useful addition to vocabulary teaching.

Teacher also need to pay special attention to each child's individuality in the learning process. A personalized approach is crucial in teaching children with special needs, as each child has different levels of ability. Some children may grasp vocabulary concepts more quickly through visual aids, while others may require assistance through touch or hand gestures to understand the words being taught. This individualized approach allows teacher to tailor their teaching methods to each child's needs and abilities, making the learning process more effective. Suharsih, (2022) , Given the unique characteristics of children with special needs, the teaching process presents a unique challenge for teacher. This challenge is the reason

teacher must find and use appropriate methods, strategies, or approaches in teaching them.

This study aims to uncover firsthand experiences of teacher in teaching vocabulary to hearing impairment children. This research will delve deeper into the challenges they face and the strategies they employ in the teaching process. The results are expected to serve as a reference for special education schools and other educational institutions in designing more effective teaching approaches for hearing impairment children. A better understanding of the needs and challenges faced by hearing impairment children will hopefully lead to improvements in the quality of inclusive education in Indonesia.

More broadly, this study also contributes to efforts to raise public awareness of the importance of inclusive education for children with special needs. Although awareness of the importance of education for children with special needs has increased in recent years, many challenges remain for policymakers and education service providers in providing appropriate facilities and teaching methods for children with hearing impairments.

This research was also motivated by a viral video on social media showing a teacher at a special school teaching English vocabulary to hearing impairment students using a unique and touching method. The video attracted public attention because it demonstrated an adaptive, creative, and emotionally engaging teaching approach, demonstrating that hearing impairment students were able to understand and express vocabulary in a fun learning environment. This phenomenon then prompted researchers to further explore the strategies teacher use in teaching English vocabulary, as well as the reasons behind their choice of strategies, to contribute to the development of more effective inclusive learning.

1.2 Research Questions

1. What teaching strategies do English teacher use to teach vocabulary to students with Hearing Impairment?

2. Why do teacher use these teaching strategies?

1.3 Research Objectives/Targets

1. To find out the teaching strategies used by English teacher in teaching vocabulary to students with hearing impairments.
2. To express he reasons why teacher use these teaching strategies

1.4 Significance of the Research

This research is expected to provide theoretical and practical contributions to the field of English language teaching for hearing impairment students.

The findings of this study enrich the understanding of inclusive education by supporting the application of visual, multisensory, and thematic approaches to vocabulary instruction. This research strengthens existing theories related to language acquisition in special education settings and contributes to discussions about differentiated learning by highlighting the importance of teacher adaptability to meet the needs of individual students.

Practically, this study highlights effective teaching strategies that can serve as references for English teacher working with hearing impairment students, particularly in special education contexts. The insights gained from this study can also inform policymakers and educational institutions in designing more relevant and responsive training programs for teacher, with the aim of improving the quality of inclusive education for hearing impairment children.

1.5 Scope and Limitations

a. Scope

This study examines the strategies teacher use to teach vocabulary to hearing impairment children. The focus is on

identifying effective teaching methods tailored to the unique learning needs of hearing impairment students, including the use of visual aids, sign language, and multisensory approaches. The study also explores the challenges teacher face and the role these strategies play in facilitating vocabulary comprehension.

b. Limitation

This study focused solely on vocabulary teaching strategies for children with hearing impairments. Other aspects of English language teaching, such as grammar, writing, or children with hearing impairments, were not included. This was to ensure that the researchers' focus was undivided and focused solely on the use of teaching strategies.

1.6 Definition of Key Terms

1.6.1 Inclusive education

It is an educational approach that aims to ensure that all students, including those with various special needs or disabilities, can participate fully in learning in a regular school environment that focuses on adapting the curriculum, teaching methods, facilities, and social support to meet the needs of each individual, regardless of physical, mental, social, or emotional differences.

1.6.2 Hearing loss or hearing loss

This term refers to a condition characterized by partial or total reduction in the ability to hear (hearing loss), either from birth (congenital) or due to external factors such as injury, disease, or aging , which can affect a person's verbal communication ability and require hearing aids, medical intervention, or alternative communication methods, such as sign language.

1.6.3 Teaching vocabulary

This is the process of introducing vocabulary to students or anyone wanting to learn a language. It not only helps students memorize as many words as possible, but also helps them master vocabulary memorization skills and train their ability to guess word meanings from context. To teach English effectively, strategies are very important.



