

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language in Indonesia is very important nowadays. In preschools and kindergartens, children have already been taught English. Even the English courses nowadays have classes for preschool and kindergarten learners.

ELS (Education and Learning Solution) is an English course where I did my internship. It was still on Jl. Mekar Kencana No. 58. I did my internship as an English teacher and assistant teacher. I taught and assisted every Monday, Wednesday, and Friday. Each meeting lasted for one hour to one and a half hours.

ELS did not provide materials for the summer programme. Therefore, I made the materials myself that I taught in ELS, together with my friends, Clarissa and Nyssa. The material I taught is mostly vocabulary, but it was integrated with other skills, such as speaking, pronunciation, and listening.

For my internship, ELS held a summer programme. The summer programme is a vacation programme for the children who do not go on vacation with their family. The class for summer programme consists of

ten to eleven children. The age of the children ranges from three to eight years old.

When doing my internship at ELS, there was a six-year-old boy with hearing impairment in my class. His name is Jeffrey. He uses hearing-aids in his right ear. In a telephone interview with Mrs. Elisa, she said that, “He has hearing impairment since his birth. His mother did not know the causes that made him have hearing impairment” (14 Dec). The situation where there is a child with hearing impairment in a class is new for me because I have never taught a child with disabilities before. Because of this, I choose teaching English to a six-year-old boy with hearing impairment as the topic of my term paper. Besides that, the topic is interesting and will be useful in the future if I have to teach children with hearing impairment.

B. Identification of the Problem

1. Why did I find difficulty in teaching English to a child with hearing impairment?
2. How influential does the problem affect the situation in the classroom?
3. How should teachers teach English to a child with hearing impairment at ELS effectively?

C. Objectives and Benefits of the Study

The objectives of the study are I want to find effective ways to teach English to students with hearing impairment, find out the positive and negative effects from the potential solutions, and choose the best potential solution to overcome the problem.

The benefits of the study for me as the writer are I can use the methods proposed in the potential solutions to teach students with hearing impairment and increase my knowledge about teaching hearing impaired students. Another advantage of this study is that the teachers who read my Term Paper can use the methods proposed in the potential solutions in this Term Paper to teach any students who have hearing impairment. For the parents of hearing impaired students, they can gain benefit too, as the parents can also use the methods which are proposed in the potential solutions to teach their child at home. The advantage of the study for the readers is they can increase their knowledge about teaching students with hearing impairment if they become a teacher in special schools. In "Teaching in Special School", Pondent said that, "Special schools are schools that are geared to the needs of children with learning disabilities or physical disabilities" (par. 1).

D. Description of the Institution

Based on the notes given by Mrs. Elisa, Education and Learning Solution, henceforth called ELS, was founded on 30 November 2009 by Elisa, A. Md., and was located on Jln. Mekar Kencana No. 58. The current

location of ELS is on Jl. Mekar Harum No.18. Elisa is the owner and coordinator of ELS. Elisa loves children and has already had five years teaching experiences in Bintang Mulia Kindergarten and Logic Learning Centre before she graduated from DIII English Programme at Maranatha Christian University. After she graduated, she established ELS.

ELS has a vision to be a place which can be a solution for learning. ELS develops multiple intelligence which is expected to make every child who learns at ELS become more spirited in study because ELS can change their paradigm and makes studying fun.

The mission of ELS is the children who learn in ELS can still learn while they are playing. ELS uses many activities, such as art, cooking, watching movies, playing games, etc. to teach preschool, kindergarten, elementary, junior high school, and senior high school students. ELS also provides solutions for people who want to learn English or improve their English skills. In ELS, people can learn as much as they want, and ELS can help them overcome every difficulty they face in learning English.

In ELS, besides English, children can learn Mandarin and Art. Elementary, junior high, or senior high school students who have any problems in their studies can join the study group in ELS to help them raise their grades in school.

E. Method of the Study

The process of collecting the data for this Term Paper is from observation when I did my internship in ELS. The observation was

conducted when I taught in class, and when I assisted the teacher in class. The observation was done for more than one month, from 20 June to 25 July 2011. For the supporting data for the analysis, printed sources and Internet sources are used; meanwhile field data is stored in the internship journal that I wrote when I did the internship.

F. Limitation of the Study

My study is focused on one child with a hearing impairment in Butterfly class in ELS, the English course where I did my internship from June to July 2011. The child that I choose as the subject for the term paper is not totally deaf, but he uses hearing aids. His name is Jeffrey. He is six years old, and he is a 1st grade elementary school student. I taught and did my observation about this child in the classroom for about one until one-and-a-half hours in each meeting.

G. Organization of the Term Paper

This Term Paper begins with Abstract, the summary of this Term Paper in Bahasa Indonesia. Following the Abstract is Declaration of Originality, Acknowledgements, and Table of Contents.

The Table of Contents is followed by Chapter I until Chapter IV. Chapter I is the introduction of this Term Paper. This chapter will discuss the background of the study, identification of the problem, the objectives and benefits of the study, description of the institution, method and limitation of the study. Chapter II is the problem analysis. This chapter

discusses the problem I faced, with the causes and the effects of the problem. Chapter III is the potential solutions. This chapter discusses the solutions for the problem with the positive and negative effects of the solutions. Chapter IV is the conclusion. This chapter contains the solution that I choose and the reasons why I choose it. Following Chapter IV is bibliography and the last is appendices.