

CHAPTER I

INTRODUCTION

1.1 Background of Study

Experiences are regarded as a various series of events or occurrences that are perceived or realized by any individuals whether by the senses, thoughts, emotions, instincts, or interaction with their surrounding environment (R. Boddice & M Smith, 2020). Experiences encompass various aspects of life, ranging from simple ones like tasting new food to complex ones such as learning a language or understanding concepts in abstract way (Deoksoon Kim, 2020; Ashraf Alam, 2020). Indeed, experiences are also acknowledged as a source of knowledge and understanding (Nancy & Linda, 2021; Stefanie Döringer, 2021). People learn from experiences, whether it's personal experience or knowledge obtained from others (Ori Rubin, et al, 2020). Experiences help shape perceptions, beliefs, and values (Emily Kubin, 2021).

Moreover, experiences can also serve as the basis for individual growth and development (Zhou Jiang, et al, 2020). The experiences a person faces can shape their personality, assist in decision-making process, and influence how individuals interact with the world around them. In many contexts, experiences are also considered highly subjective because each individual may experience and interpreted people experiences in a unique and personal way.

Experts of neuroscience study how experiences are processed in the human brain. They investigate the neurological mechanism behind perception, learning and memory. This research covers areas such as neuroplasticity, where the brain adapts and changes in response to experience (Wu Huijun et al, 2020). Experience is a wide and complex concept, and has been studied by experts in various fields of knowledge and science. Overall, understanding of human experiences to evolve with progress in various fields of science and knowledge often involves multidisciplinary approaches.

One of the various fields that often involves experiences is education. Teachers need to have a good experience in order to be able to play a fundamental role in shaping quality of education by contributing to effective instruction, problem solving, mentorship relation-ship building and to have a continuous improvement within the classroom and beyond (Forman et al, 2021). Experienced teachers are typically committed to lifelong learning and professional development.

They actively seek out opportunities to refine their teaching practices, stay current with educational methods into their classrooms.

Experienced teachers have encountered a wide range of challenges in the classroom and have developed effective strategies for addressing them (Chew & Wouldiam J, 2021). They can anticipate potential issues and proactively implement solutions, contributing to smoother learning environment and better students' outcomes. Besides that, build strong relationship with students is crucial enough for creating a positive learning environment where students feel valued and supported (Felten & Lambert, 2020). Experienced teachers have had the opportunity to develop their interpersonal skills and establish meaningful connections with students' engagement and achievements.

The fact said that English is a universal language (Malik-Moraleda et al, 2022). English is the second language most people used in the world after Chinese language (Jianhua Xu et al, 2021). This fact brought another fact that English is a crucial lesson for students (Farrell & Jacobs, 2020). The increasing of importance English language is driving many individuals to deepen their proficiency in foreign language. Moreover, English has become the international language of communication (Matsuda & Fredich, 2011). Proficiency in English language is also a benchmark for someone to apply job (Kasim & Fatimah, 2010; Deyuan He & David Sc Li, 2023). Many sectors require English language skills, such as Educations, Economics, Business, and Politics (Marc J, Riemer, 2002; Jenifer Jenkins, 2013; Bharathi & T. Pushearing, 2022). Even currently, proficiency in English has become a standard for job recruitment in various field (Mirhosseini et.al, 2023).

Indonesia as the country that set English as a foreign language brought Indonesia to have a special term to learn the language for their people (Indonesian). Students in Indonesia commonly get the knowledge about English in school or course that they take (Alrajafi, 2021). Thus, Indonesian students need to be given more effort to master English. It's better master a foreign language by practicing it over and over again such as the method bringing it into the daily basis.

Indonesia has general education such as Elementary School to Senior High School and special education such as special school for children with special needs called *Sekolah Luar Biasa* (SLB). It's a fact that education as the main way to carry live become so much better (A. Alam, 2022). Teacher's hold the main role in a great education. Education for people who born with no

defect is still have home work to be complete moreover education for people with deafness. Deaf people commonly difficult to find a proper job with proper salary that could bring them into proper life. The independent life for deaf people often caused by bad quality of the education that they got. This factor also caused by the quality of education that defect people may have.

Education of English for deaf students is the term that crucial remembering this current era technology and information grow so fast. The things that bring researcher to this study is the curiosity of how English taught towards deaf students. To know more about the aspects that support English to be taught properly is sourced by the way teacher teaching English towards them. Including how the teacher overcome the barrier, the struggle, and the challenges in teaching English. Moreover, researcher found that in special need school (SLB) English taught by the guardian teacher of the class.

The fact on the ground it's too rare to find English teacher in school for special needs (SLB) in Medan. Researcher visited numerous SLB in Medan, they don't have English teacher specially, so English would be taught by the guardian class (teacher of the class). It because every class has different needs so they often focused by particular teacher that would teach all the lessons. It is one of the reasons why this rule is existed due to students with special needs need more time to associate the environment if there's things change multiply. Meanwhile not all the teachers were graduated by English education degree. But still, it's all about how the teacher manage and handle the responsibility in teaching English towards deaf student.

The barrier of the deafness is while they listen and hear the sound. Yet in facts they still have an ability to communicate with many other ways such as writing, lip-reading, text, or sign language. Sign language is the best way for deaf people to bring their communication and make it easier (Y. Obi et al, 2023). This is the common way for every English teacher in special needs school to convey the material using sign language. Besides the curiosity of how the English lesson would be taught in special needs school, find out the way teacher teaching English could be the best first step to deepen the study of this education terms.

1.2 Problem Limitations

This study focused on how the teacher teach English towards deaf students. There are more challenging for teacher in teaching English for deaf students. Deafness is disability in physics not

mentally, means they have equal potential with hearing people of doing all the activity in daily basis. The barrier in hearing makes them tend to be mute. The production of the voice disturbed by the disability of hearing the sound they're making. This condition that makes deaf people feel more comfort using sign language even if they still could speak orally.

In the term of teaching English as foreign language there is a challenging for every teacher regarding to the condition of which level the students are and how the environment of the school, moreover in the school with a special need. This study would be focused over the experience of the English teacher. Those experiences including the barrier, the challenging, problem solving, methods, approaches, and language style.

Teaching English with sign language as the instruction, which sign language the teacher used for teaching English. Whether it's wit English Sign Language (ESL) or Bisindo (*Bahasa Isyarat Indonesia*). The terms and rules of language instruction would be analyzing to ensure learning activity delivered properly. Teacher's experience would also be the requirement for this study. How long she has been teaching English, what is the background of her study, what is the motivation towards her job, and something that associate to the experience in this domain of special need education. Because experience could determine how well the teacher's performance in teaching English towards deaf students.

Besides teacher's experience, English lesson and how English as their learning achievement would be assessed. Researcher needs to find out the media such as books, Lesson Implementation Plan (RPP) & Semester Lesson Plan (RPS) designed. Whether the lesson design suitable for deaf students or not for study on the term and rule existed. And researcher would make sure the lesson plan is in line with existing standard.

The focus of the research is how English taught towards deaf students in special needs school (SLB). Since the teacher is commonly not graduated by English education major. Researcher has visited numerous huge special needs school that some of them is a state school but still, they don't have a particular English teacher. English would be taught by guardian class (the teacher of class).

1.3 Problem Formulation

1. How is the teacher experience in teaching to deaf students?

1.4 Research Purpose

To know the experience of teacher in special need school (SLB) teaching English towards deaf student. Including the methods, the approaches, and all the things that associate the English learning for deaf students. Along with knowing how teacher can maintain her/himself to be able teaching English as it supposed to. The ability of teacher would be fully tested when she can give her best in teaching even if she has struggle in it. The result of student's ability in understanding and using English would be the value of teacher as a great English teacher.

The teacher has a main role towards deaf students and this distinct world (the world for deaf people and hearing people). Teacher is like a bridge for these two parts. The key performance indicator of the ability teaching English would be the source of fact by the data that says how teacher is experiencing teaching English toward deaf students. The research that focuses on experience of a teacher would bring people into the glasses of the teacher to the deaf world. The glasses as the tool would give a picture of how deaf people should be given the right to live without being considered human beings who cannot live independently.

The challenging in teaching English towards deaf students is the thing that would be often to be mentioned. This is aimed to find out the best solution for each barrier in teaching English for students with special needs especially for deaf student. With the aim to know and compare which are the best methods for deaf student in teaching English.

Special needs school still need more talented teacher to get the students a proper knowledge and become educated person. This research also aimed to make people to open their eyes wider that become teacher in special needs schools is also participate to support the country to obtained a great human resource including people with disability in it. In hopping this research would make government to raise the standard of teacher for teaching students with disability with a proper and talented teacher. So, in the other hand government would increase education quality that would born future talented teacher as well.

1.5 Research Benefits.

The benefit of narrative inquiry research is to emphasize the importance of temporality and context, advocating for a deep, immersive approach to understand participants' experiences. Narrative inquiry provides "a way of understanding experience through collaboration with participants, over time, in specific places, and through social interactions (Clandinin, 2022).

Highlights the adaptability of narrative inquiry in educational research, allowing for a nuanced understanding of teacher and student experiences (Clandinin, D. J. & Connelly, 2004)

1.5.1 Theoretically.

Narrative inquiry research provides a profound understanding of human experiences by emphasizing the storytelling nature of individuals. Narrative is a primary way through which humans understand their lives and the world around them (Clandinin, 2022; Nashid N, 2020). This approach allows researchers to explore the complexities of human cognition and identity which are often embedded from stories that wrapped by experiences. Narrative inquiry is grounded in a constructivist paradigm, which posits that reality is constructed through language and social interactions (James. C. H, 2020). The perspective that allows researchers to explore how individuals construct their realities and make sense of their experiences, providing deeper insights into their psychological and social worlds (J. Pilarska, 2021).

Theoretically, narrative inquiry highlights the importance of temporality and context in understanding experiences are best understood within their temporal and contextual settings (Bryan. C. Clift et al, 2021). In studying experience narratively, it is adoption a particular view of experience as constituted and constitutive of relationships, interactions, and specific contexts over time (E. Johannes A et al, 2020). This approach ensures a comprehensive understanding of how experiences evolve and are influenced by surrounding factors.

1.5.2 Practically.

Practically, narrative inquiry facilitates the collection of rich, detailed data that captures the nuances of human experiences (K. Dyar, 2022). An immersive data collection method, where researchers “live alongside” participants to gain a genuine understanding of their stories (B. Neale, 2021). This immersive approach ensures the authenticity and depth of the data collected.

Narrative inquiry is highly flexible and adaptable that allowing researchers to tailor their methods to the specific needs of their study and participants (Claire. F et al, 2022). This flexibility is particularly beneficial in dynamic and complex settings where rigid methodologies might fall short. For the example in educational research, narrative frameworks allow for the adaptation to various educational environments and participant’s unique experiences (K. J. Storm & Kara, 2021).

Narrative inquiry excels in exploring temporal changes and the evolution of experiences over time. By examining how individuals' stories unfold researchers can understand the impact of past events on present behaviors and future expectations (Andersen et al, 2020). This temporal dimension is crucial in longitudinal studies, providing valuable insights into processes such as learning, development, and healing. Emphasizes the importance of temporality and context, advocating for deep, immersive approach to understand participant's experiences. Narrative inquiry provides ways of understanding experience through collaboration with participants, over time, in specific places, and through social interactions (Clandinin, 2013). Narratives are essential to human cognition and identity, framing how we perceive and communicate our experiences. The importance of narratives in organizing the memories and making sense of this live (Bruner, 1991).

