

CHAPTER I

INTRODUCTION

1.1 Background of the study

Hearing impairment refers to all grades and types of hearing loss which the function of hearing for understanding speech and language had a disorder (Dahl, 1994; Stach, 2010). Sensitivity to the auditory problem for hearing impaired students' is difficult to differentiate two sounds such as various consonant in English.

Now days, the issues are in learning and speaking English (Wu and Mark, 2010). Verhoeven (2011) states student with auditory disorder serve several problems compared to students without auditory disorder in class. Sign language more easily to be mastered by hearing-impaired students than English which is not easily acquired hearing impaired students (Jackendoff, 1994). Berent (1983) states Hearing impaired students' as determined by standardized tests in English language development show that students' abilities on every specific aspect of English grammar has relationship with their overall English proficiency.

Significantly hearing impaired students face difficulties in comprehension in the sentence such as instruction and text in English. Such as grammar Subject Verb Object (SVO) order, hearing impaired students are difficulties to comprehend. It is different with other learners which comprehend the SVO order in short time even though in a simple sentence. To generalize from SVO order to other structure as the non-SVO order are needed for hearing impaired students. Consequently, whenever the basic SVO order in a more complex sentence, the

resulting sentence structure poses a challenge for deaf students in their reading comprehension and written expression.

Mayer (2010) shows that writing skill of hearing-impaired student consist of simplified sentences, grammatical errors or non-standard usages. In the paragraph for the hearing impaired students' writing are more general shorter, less complex, and sentences that are comprised of repetitions of basic grammatical patterns (Marschark, Mouradian & Halas, 1994); and in the first introduction without full development of ideas and new topics (Singleton et al, 2004). The reason students with auditory disorder face significant complexity developing literacy skills started with basic grade levels (Musselman & Szanto, 1998; Yoshinaga-Itano & Downey, 1996; Yoshinaga-Itano, Snyder, & Mayberry, 1996). In fact, the skill of students with auditory disorder particularly low (see, Marchark, 2001).

For solving those obstacles that faced by hearing impaired students, technology has big opportunity to support learning language for the learner (Chang and Lehman, 2002). To achieve learning theories, produce the product through technology for responsible language learning by providing an environment to learn independently (Harmmer, 2002). Hot Potatoes as media will enhance students to learn writing. Hot potatoes-based materials development applies research and development study based on Richey & Klein (2007). Hot potatoes-based materials are chosen in this study to create interactive activities which are support language learning process, especially in writing. Hot potatoes-based materials contain pictures, interactive quizzes, the instructions, the activities, and the feedbacks.

Based on the explanation before which is the researcher should take an additional focus on the use of Hot Potatoes toward hearing impaired students writing skill which is the students needed learn complex text with appropriate teaching through technology provide by the school which facilitate them to learn independently with interactive activities, the researcher interest to carry out research and development under title *“Developing Material of Writing English Using Hot Potatoes Toward Hearing Impaired Students at 11th Grade of SMALB Kemala Bhayangkari 2 Gresik.”*

1.2 Purpose of the study

The purpose of this study Hot Potatoes is expected to contribute in teaching and learning process toward hearing impaired students based on their need through developing material of English writing for 11th grade students at SMALB-B Kemala Bhayangkari 2 Gresik.

1.3 Significance of the study

a. Theoretical significance

Theoretically, the benefits of this study are given contribution in the field of English language learning especially for hearing impaired students. This research is expected to be used as the model of development material of English writing.

b. Practical significance

1. For the teacher, the researcher expected Hot Potatoes-based material support in teaching and learning process for hearing impaired students.
2. For the students, the researcher hopes that the students can develop their writing skill through material which appropriates with their ability.

1.5 Scope and Limitation

The scope of the study is hearing impaired students at 11th grade SMALB-B Kemala Bhayangkari 2 Gresik. The limitation of the study focus on developing material of English writing using the researcher using Hot Potatoes as the media. The researcher will collect the data by the interview the English teacher, giving the questionnaire to the students.

1.6 Definition key terms

1. Developing Material of English Writing

Developing material of English writing is modification material for writing that already exists to full fill students need.

2. Hot Potatoes

Hot Potatoes is interactive media include of activities which is help teaching and learning process more interesting.

3. Hearing Impaired students

Hearing impaired students is students with an auditory disorder who difficult to hear a voice.