

Chapter I

Introduction

This chapter aims to describe the background and the interest of this study, including basic consideration, research questions, and research objectives. This chapter also explains the brief significance of study. In this study there are some questions as the problem statements, then the objectives of research will answer the research problem, and the last is the scope of study.

Basic Consideration

Education is one important things in the world, from the government to people to facilitate what people need include their ability to have a good personality, self-control, intelligences, good morals, because they needs those items for their self, society, and for nation. According to Wahab in his journal (2005 p. 65) UU. Sisdiknas pasal 31 “Every citizen must have the right education and learning”. UU number 20/2003 on National Education System “article pasal 5 (1) “Every citizen has the same right to good education”, article number 5 (2) “the citizen with physical, emotional, mental, intellectual, and/or social disability must have the right to special education”, including English language education. Education should be based with effort and volition of every citizen, to realize human resources has the quality of capability of competing in domestic or overseas. Therefore, people must have the same position to get the right education including for English language.

English language education is one of lesson that has been teaching in elementary school until university. Learning English is considerably important for students, whether in formal education or informal education including in their daily activities. Because, in this global era English become the international language to communicate to the world. Therefore, learning English can make the students easy to confront and ready for the future.

Whereas, when they learn English they can communicate very fluently especially in English language, it means that they also can be able to master 4 skills of English such as speaking, reading, listening and writing.

English education is not only for the normal children, but also for the children who have disability mental and emotional. There are several types of impairments; one of the types is hearing impairment or deaf. According to Interfaith Children's Movement (2009, p.

1) Deafness and hearing loss:

Hearing impairment is defined by the Individuals with Disabilities Education Act (IDEA) as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification." Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech. Children with special needs or disability mental including hearing impairment and emotional need some special treatment, either in the daily life or at the school or when they learn at school.

The existence of special treatment, allow them to interact well with others. Special treatment that include in the world of education make them have a motivation to improve their ability in English skills, English for normal students is easier than the children who have a mental and emotional disability; English can be difficult to studies. This relates to the lack of their knowledge about the language itself, therefore to motivate the under-leveled students towards the English language is quite intricate than normal student average. There are many students with different levels of knowledge such as their intelligences in the classroom of SMPLB Kab. Gorontalo.

Teacher must care and know the variation and the intelligences level of students in classroom, therefore teacher can help students to achieve their achievement optimally.

According to Gardner (1983, p.1), “the intelligences of a person consist of verbal-linguistic intelligences, mathematical-logical intelligences, visual-spatial intelligences, intrapersonal intelligences, bodily-kinesthetic intelligences, interpersonal intelligences, naturalist intelligences, and musical-rhythmic intelligences.

There are several studies related to the multiple intelligences. The first thesis was conducted by Andrean Lauren Heming in 2008 the title Multiple intelligences in classroom. She explained the effect of the applying multiple intelligences in classroom. Secondly, research Differentiating Instruction using Multiple Intelligences in the Elementary school Classroom by Suzanna Gangi in 2011. The result of the application of MI theory for teachers is expected to be a valuable method will help students in learning. Thirdly, thesis by Shu-Fen Chan in 2005, a study about Cooperative Learning, Multiple Intelligences and proficiency: application in collage English language teaching and learning. This study discussed about determining the positive effect on students’ language proficiency and attitude. A dissertation by Thanh T. Nguyen 2002 which is discuss about Differential Effect of a Multiple Intelligences Curriculum on students’ performance. The result showed no differences between students in the MI and curriculum of traditional school. And last is research from Trya Susanti Mauke 2015, with the title Descriptive multiple intelligent of deaf child in Mathematic learning process. The result of the research shows the almost of deaf students and mute students are more disposed having math logical intelligent, in 88% categorized as well.

The several studies above have similarity with this study which has the same topic about multiple intelligences. The studies also have difference with the studies which they just focus on the normal human such as in elementary school, junior high school, and senior high

school. But, one of the studies conducts on students with special need but in Mathematic course, that is why the researcher intends to conduct multiple intelligences in the children with special needs (students with hearing impairment) with focus on English course. And also this research will be the new to the English Department and must be conducted, to find the other fact of multiple intelligences when students with special needs learn English and so it can promotes English learning in regards to the students with special needs.

Research Problems

The research problems of this study what are the dominant multiple intelligences of students with hearing impairment in SMPLB Kabupaten Gorontalo, and also how the multiple intelligences facilitate the students with hearing impairment in English learning process.

Research Objectives

The aims of this research are

- a) To find out the dominant multiple intelligence of students with hearing impairment in SMPLB Kabupaten Gorontalo.
- b) To explain how the multiple intelligences facilitate English learning process of students with hearing impairment.

Research Scope

This study only focuses on finding out the dominant multiple intelligences which comes up when the students with hearing impairment learn in SMPLB kab.Gorontalo which applies the theory of multiple intelligences by Howard Gardner. Furthermore, the second point of this study focuses on explaining how the multiple intelligences facilitate in the process of English learning for students with hearing impairment.

Research Significances

a) Theoretical

Theoretically, the result of this study will be the reference to enrich the valuables of knowledge, improve the learning strategy and the alternative to handle the problem in the English learning process.

b) Practical

Practically, it is expected that this study will motivate other researchers to develop and conduct study in wider perspective and also to find out the other fact that are not found yet.