CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

According to West (2010), literature is an imaginative or creative writing, especially of recognized artistic value: “literature must be an analysis of experience and a synthesis of the findings into a unity.” Furthermore, West (2010) also said the literature is the art of occupation of a literary writer. Moreover, literature often attempts to convey something important about life. It means that literature gives in sight to human nature in general or into the ways of fate of society. In other words, literature is a mirror of society. The readers can learn about human personality and solve the problem that they face in daily life.

According to Stephen (in Anita: 2011), novel is the ability to present a wide range of characters in realistic setting. It can reflect human life through the characters’ personality. Usually, the characterization is from human character in their life which has a certain problem or experience. Therefore, the readers view that the story of the novel is the reflection of their life which consist of many problems. By reading a novel, people get worthwhile lessons. Novel tells about a description and
mirror of human life that may include references to real places, people, and events. It gives not only joy and great pleasure but also massages and lessons that people can apply in life which they can get those from many conflicts that have to be faced by the character so that people know the way to handle difficult situation and other human’s thoughts.

Helen Keller is the novel based on the real story of a girl named Helen Keller. It tells about a blind and deaf girl who finally became a writer, a speaker, and a traveller. The deficiency which she faced made her struggle much harder than others. It also made her emotions unstable. This novel contains experiences, problems, and struggles of a human being with physical deficiencies and often enhances her emotions. That makes this novel worth analyzing. In fact, this novel could inspire people especially for teachers who teach disable students.

According to Brown (2000), teaching is showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing the knowledge, causing to know or understand. Furthermore, Brown (2000) also said that teaching cannot be defined apart from learning, but teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Based on the definitions above, it can be stated that teaching is a process of transferring knowledge which is carried out by parents, brothers, public lectures, and others as well as by teachers by using special styles, methods, media, techniques, and also strategies. Besides, teaching is also the facility of students to learn.
According to Tooney (2000), teaching strategies are all of the activities and resources that a teacher plans in order to enable students to learn. A teacher needs teaching strategy because sometimes he/she cannot implement the method of teaching; for example, he/she uses communication. By teaching strategy, he/she can solve the problem and makes the students more communicative, cooperative and interested. Besides, teaching strategy makes him/her easier to organize the classroom.

According to Brown (2000), strategies are those specific "attacks" that we make on a given problem, and that vary considerably within each individual. In addition, Chamot (2005: 112) defines strategies quite broadly as "procedures that facilitate a learning task. Strategies are most often conscious and goal driven." Furthermore, Santrock (2001: 8) states, “Teachers must master a variety of perspectives and strategies and be flexible in their application.” It means that a strategy is very essential for the teacher in teaching.

Fingerspelling is a gesture system in which there is a specific hand and finger orientation for each letter of the alphabet, to communicate words for which there is no signed equivalent (such as proper names). According to Jantunen (2003: 80) and Valli & Lucas (2000: 64), Fingerspelling is one way to create new signs. Related to this statement, Fingerspelling is not only used for strategy of teaching by the teachers but also to make a new sign.

In the previous research, Wager (2012) who studied about”Fingerspelling in American Sign Language: a case study of styles and reduction” found that Fingerspelling styles between careful fingerspelling and rapid fingerspelling, which
appear to correspond to clear speech and plain speech styles. Warida (2012) conducted a research on teacher’s strategies in teaching English for students with special needs. This research found that three strategies were used by the teacher. They were imitation and modeling strategies, demonstration strategies, and active strategies. In addition, another research was conducted by Kinanggi (2009). She conducted her study about the implementation of teaching strategy by the English teacher at SMAN 1 Kalabahi. She observed teaching strategies done by two teachers in the first grade. The result of her research showed that the teachers used expository, inquiry, imitation, and modeling strategies.

Based on information above that student with special needs especially deaf & blind students have a different way to learn from normal students. Therefore, the writer decides to investigate the teaching strategies used to teach children with special needs. The writer wants to know the strategy used by the teacher in teaching English subject for students with special needs, especially for deaf and blind students.

The explanation above is the reason why the writer wants to analyze the Fingerspelling teaching strategy in Helen Keller novel. It is expected to give new insight and important lesson to the readers about Fingerspelling strategy, especially in teaching alphabet.
1.2 Statement of the Problems

Based on background above, the problems of this study are stated as follows:

1. What kind of Fingerspelling strategy does Anne Sullivan use in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller?

2. How does Anne Sullivan implement the Fingerspelling strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller?

3. What difficulties do Anne Sullivan face in implementing Fingerspelling strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller?

4. How does Anne Sullivan solve her difficulties in implementing Fingerspelling strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller?

1.3 Purposes of the Study

Based on the statements of problem above, the purposes of the study are:

1. To describe the kind of Fingerspelling strategy used by Anne Sullivan in teaching alphabet in “Helen Keller” novel written by Hellen Adams Keller.

2. To describe the ways Anne Sullivan implements the Fingerspelling strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller.

3. To describe the difficulties that Anne Sullivan faced in implementing Fingerspelling strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller.
4. To describe the ways Anne Sullivan solves her difficulties in implementing *Fingerspelling* strategy in teaching alphabet in “Helen Keller” novel written by Helen Adams Keller.

1.4 Significance of the Study

The novel “Helen Keller” is a good and interesting story. It is suitable and useful to be read by teachers and students. It gives a good example as a learning guide for students. Its purpose is to enrich the students understanding, especially in learning. The result of this study may help teachers get information on the strategy to teach the students with special needs, especially deaf & blind students. For the next researchers who conduct similar research or need sources for other related to the topics, this finding can be used as a reference for their study.

1.5 Scope and Limitation

The scope of this study is focused on the *Fingerspelling* strategy in Teaching Alphabet for students with special needs and (deaf & blind community). This study is limited on the deaf blind main character in *Helen Keller* novel written by Helen Adams Keller.

1.6 Definition of the Key Terms

*Novel* is a long work of narrative prose fictions because of its length, a novel can picture life with all of its richness, complexity, and contradiction (Macmillan, 1987: 491).
Helen Keller is one of the main protagonist characters in Helen Adams Keller’s novel “Helen Keller” who is deaf blind.

Teaching strategy is a teacher’s tactic in teaching that is used to bring almost all of the students, not just a few of them, up to high levels of proficiency in the material being learned (Charles in Helmi : 2009).

Teaching is showing or helping someone to learn how to do something, giving interaction, guiding the study of something, providing the knowledge, causing to know or understand (Brown, 2000).

Fingerspelling is manual alphabet for representing the alphabet by using hand (Padden & Gunsauls 2003).