

Chapter Two

Literature Review

Definition of Hearing Impaired Students

Perhaps some normal people can claim that English is an easy thing to learn and practice but for people that have lack of hearing may claim otherwise. The person who have lack of hearing commonly called hearing impaired. There are lot of kind of hearing impaired but researcher choose hearing impaired that cannot speak and hear.

They use sign, lip reading, and writing because their speech is impossible to be understood (Pierson,2002)

According to Dirhamno (2011) there are two kinds of definitions of hearing impaired:

Medically deficient in the ability to hear and the damage caused by non-functioning part or all of their hearing instruments. Hearing impaired students in this medically case cause by dysfunction of their part of hearing so hearing impaired students cannot hear.

Pedagogically lack or loss of hearing ability resulting in the basics of education barriers that need guidance and special education. In this case usually cause by their ability to receive material very slow.

Definition of student impaired by Suharmini (2009) stated that the deaf (hearing impaired) child is a child who suffered damage to the senses of hearing, so it cannot catch and receive sound through auditory stimuli.

Characteristic of hearing impaired

Pierson (2002) mentions that student with hearing impairment are lack of attention during the learning. It causes student unable to pay attention to teacher during the class. The limitation of impaired students also happened because there are many obstacles in receiving voice and dysfunctional stimulation of fears, so limitations of hearing impaired children also occur due to constraints in receiving stimuli through the ears because the sound does not work so well because there was a delay in receiving the language in childhood, adolescence or adulthood.

Purbaningrum (2001), discussed that "deaf (hearing impaired students) children have characteristics such as having poor vocabulary, having difficulty to understand long sentences and comprehend them, having difficulty to understand the expressions that contain the figurative abstract words, and having difficulty to master the rhythm and style of language" (p.6).

Somantri (2006) "generally the same as the deaf child, deaf children is potentially the same as a normal child, but functionally, development is influenced by the level of the language proficiency. Limitations in auditory information as well as the child's power of abstraction" (p.97).

According to Suparno (2001:14) characteristics common to children with hearing impairment are as follows:

Physical Aspects. Rapid eye movement. Speed in moving the eye is one effective way for hearing impaired students to be able to see the

interlocutor. Hearing impaired students used eye movement or visual way to catch in order to see the interlocutor. Movement hands and feet are very fast and agile. Hand speed is the main tool for hearing impaired students to be able to communicate with the interlocutor. Movement hands and feet is called sign language too, hearing impaired students uses this movements hands as sign language to communicate.

Language Aspect. Students cannot understand the vocabulary that they do not normally use in everyday life. Difficult to interpret expressions and abstract words (idiomatic). This is because they lack the vocabulary and the difficulty to express herself as a result of lack of language development. Purbaningrum (2001:6) Stated that in general terms of the language, deaf children is unique. Their vocabulary is poor, and they also have difficulty to understand and relate long sentences. It's hard to understand the expressions that connote or abstract word, difficult to master the rhythm and style of language. Difficult to understand complex sentences or long phrases and figures of speech. They tend to master the simple sentences, but when they write something more complex small errors appear.

Hearing Impaired Classification

Effendi (2006:57)" in the state hearing process consists of one or more organs of the outer ear, middle, and inner damage or disruption caused by illness, accident, or other causes so that the organs cannot function properly ". Hearing impaired is not always caused by genetic factors, hearing impairment can also occur due to factors disasters or accidents.

In Sadjah (2005:73), " the definition of hearing impaired can be divided into two groups: first, if a hearing impaired person loses the ability to hear at a rate of 70 dB or more ISO. Hearing impaired students cannot understand the speech of another person through either the hearing or not hearing aids. Second, a less heard to say (hard of hearing) if the hearing loss at 35 dB ISO so that other people experiencing talks through both without and with hearing aids". The inability of a deaf there are a range of different level.

Based on the above classification automatically handling of students varies depending on the level of the hearing impaired. There are four classifications of hearing impaired, namely mild hearing impaired, moderate hearing impaired, severe hearing impaired, and profound hearing impaired. Decibel (dB) is a unit of measure of sound intensity.

Mild hearing impaired. Mild hearing impaired is a condition in which people can still hear the sound intensity of 20-40 dB (decibels). People with mild hearing impaired often do not realize what is being spoken to, having a bit of trouble in conversation.

Moderate hearing impaired. Moderate hearing impaired is a condition in which people can still hear the sound of the intensity of 40-65 dB (decibels). They often have difficulty in conversation regardless of the speaker's face, it is hard for them to hear from a distance or in a noisy atmosphere, but they can be helped by hearing aid.

Severe hearing impaired. Severe hearing impaired is a condition in which people can only hear the sound of the intensity of 65-95 dB (decibels). They

understand the conversation a little attention to the speaker when the speaker's face with a loud voice, but normal conversation was impossible to do.

Profound hearing impaired. Profound hearing impaired is a condition in which people can only hear sounds with the intensity of 95 dB or louder. Normal conversation is impossible for him, no one can be helped with hearing aids particular, rely heavily on visual communication.

Hearing Impaired Students Needs in Learning English Language

English is increasingly important to be studied and understood not only as an International language but also as one of the standard curriculum in Indonesia that covers the four skills namely writing, listening, reading and speaking. This makes all the students who are administered in public schools or in special school classified the impaired student such as students at SLB / B should also learn English as a requirement for graduation. They need to learn English language because English is one of the requirements to pass examination according to standard competency and based competency 2006 junior high school for hearing impaired. Impaired students need to learn English as second language, hearing impaired students have to know the meaning each words, grammar and structures as well.

Thus, they have same right with normal people who study in regular school to receive knowledge and enrich their intelligence. The differences between normal student and impaired student are only the dysfunctional of

hearing and disability to speak, but their capability to receive material especially English language is same.

English Learning Strategies

Learning strategies is adopting an integral approach to learning in preference to a single subject style of teaching and learning. Learning strategies are divided into the main categories: Brown(2007) stated that

learning strategies consist of (1) metacognitive strategy-involves thinking about learning process, planning for learning, monitoring the task and evaluation how well one has learned; (2) cognitive strategy-involves interacting with material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task; (3) social and affective strategy-involve interacting with another person to assist learning or using affective control to assist a learning task. (p.1430)

Learning or instructional strategies determine the approach for achieving the learning objectives and are included testing and follow through. The strategies are usually tied to the needs and interests of student to enhance learning and based on many types of learning styles (Ekwensi, Moranski and Townsend2006).

Puspongoro (1997) stated that Indicators of hearing impaired include the development of language receptive function, i.e. the ability of children to recognize and react to a person, the events surrounding environment, understand the meaning of gestures and sounds and eventually words; and expressive function, i.e. the ability of the child to express his desire and estimate. The

function of this expressive and receptive functions are influenced more complex ability to remember children start with preverbal communication, continued communication with facial expressions, body movements, and in the end by using words or verbal communication (p.80).

Oxford (1990, 1993) classifies learning strategies into two types which complement each other. They are direct and indirect strategies.

Direct Strategies

Memory-Related Strategies. According to Oxford (1990,1993), these strategies make it easy for the learner to store and retrieve information in an orderly string (e.g., acronyms), while other technique create learning and retrieval via images, sounds, a combination of sounds and images, mechanical means, body movement or location.

Compensation Strategies. These strategies help students make up for missing knowledge and deficiency in grammar and vocabulary. Students involve guessing from the context without looking up every word, trying to guess what people will say next, replacing words with synonyms or descriptions.

Cognitive Strategies. Students use these strategies to manipulate the language material in direct ways through analysis, reasoning, note-taking, synthesizing, outlining, recognizing information to develop stronger schemas, and practicing structure and sounds formally. Learners use these strategies by practicing and repeating new words, deductive reasoning, translating, taking notes, analyzing; highlighting, summarizing, starting conversation in target language, practicing sounds, imitating native speakers.

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two types, metacognitive strategies (organizing learning), and social or affective strategies (which enable interaction).

Indirect Strategies

Metacognitive Strategies. Metacognitive strategies are important for successful language learning especially when students are confused with new vocabulary, rules and writing system. Metacognitive strategies refer to strategies used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

Affective Strategies. These strategies help in lowering anxiety, encouraging oneself. The affective factors such as emotion, attitude and motivation influence learning. Students can use affective strategies by using music, discussing feelings, encouraging oneself to speak the target language even when being afraid of making mistakes, making positive statements, writing down in language learning diary.

Social Strategies. These strategies do not lead directly to the obtaining, storing, retrieving, and using of language but contribute indirectly to learning. These strategies would be used by seeking correction, asking for clarification, working or practicing with peers, exploring cultural and social norms, talking to a

native-speaker and developing cultural understanding to become aware of thoughts and feelings others.

Metacognitive strategies: higher order executive skills that may	<i>advance organisers</i> : planning the learning activity in advance - "You review before you go into class".
	<i>directed attention</i> : deciding to concentrate on general aspects of a learning task.

entail planning for, monitoring, or evaluating the success of a learning activity' (O'Malley & Chamot, 1990, 44)	<i>selective attention</i> : deciding to pay attention to specific parts of the language input or the situation that will help learning.
	<i>self-management</i> : trying to arrange the appropriate conditions for learning - "I sit in the front of the class so I can see the teacher".
	<i>advance preparation</i> : planning the linguistic components for a forthcoming language task
	<i>self-monitoring</i> : checking one's performance as one speaks - "Sometimes I cut short a word because I realize I've said it wrong".
	<i>delayed production</i> : deliberately postponing speaking so that one may learn by listening "I talk when I have to, but I keep it short and hope I'll be understood".
	<i>self-evaluation</i> : checking how well one is doing against one's own standards
Cognitive strategies	<i>self-reinforcement</i> : giving oneself rewards for success
	<i>repetition</i> : imitating other people's speech overtly or silently.
	<i>resourcing</i> : making use of language materials such as dictionaries.
	<i>directed physical response</i> ; responding physically'as

	with directives'.
	<i>translation</i> : 'using the first language as a basis for understanding and/or producing the L2'
	<i>grouping</i> : organising learning on the basis of 'common attributes'.
	<i>note-taking</i> : writing down the gist etc of texts.
	<i>deduction</i> : conscious application of rules to processing the L2.
	<i>recombination</i> : putting together smaller meaningful elements into new wholes.
	<i>imagery</i> : visualising information for memory storage - "Pretend you are doing something indicated in the sentences to make up about the new word".
	<i>auditory representation</i> : keeping a sound or sound sequence in the mind - "When you are trying to learn how to say something, speak it in your mind first".
	<i>key word</i> : using key word memory techniques, such as identifying an L2 word with an L1 word that it sounds like.
	<i>contextualisation</i> : 'placing a word or phrase in a meaningful language sequence'.
	<i>elaboration</i> : 'relating new information to other concepts in memory'.

	<i>transfer</i> : using previous knowledge to help language learning - "If they're talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English"
	<i>inferencing</i> : guessing meanings by using available information - "I think of the whole meaning of the sentence, and then I can get the meaning of the new word".
	<i>question for clarification</i> : asking a teacher or native for explanation, help, etc.

Table 2.1. *Table of Learning Strategies.*

English Learning Strategies For Hearing Impaired Students

According Yuwanti (2000,P:69) method of teaching language in hearing impaired students is namely imitative methods.

Imitative methods this method is known as occasional method of teaching language that is by no program but by creating a warm conversation based on the situation that is being experienced by the child. The method relies on the ability to mimic a child, it is also called imitative method.

The characteristics of imitative method:

Using everyday language that is commonly used in conversation is the easiest way to learn language. Doing some practice conversation is the one of natural method.

Out of students' experience, so when doing conversation student can improve and enrich the vocabulary. Simple conversation can practice their language skills and can understand the speaker's point. An emphasis on teaching reading, reading is the one of method that can enrich knowledge therefore, emphasis on teaching reading is the good way to hearing impaired students. Rely encouragement with imitate or imitation. They are accustomed to speak using sign language because it used to imitate his interlocutor who also suffered hearing impaired.

The use of this media as a tool because through the media of learn a few things that can be concretized and abstract and complex things can be simplified.

Nana Sudjana and Ahmad Rival (2002: 2-3) argues that: "learning media can improve the learning process. student reasons is concerned with the benefits of learning media in the learning process of students are,

Learning will be more attractive for students so that they can lead to motivation to learn. The students is more meaningful with the learning materials that can be understood by students and allow students to learning goals well. Learning strategy will be more varied, not merely verbal communication through the narrative of words by the teacher. Students do more learning activities, because not

only listen to the description of the teacher, but also other activities namely: observe, perform, demonstrate and others.

According to Smith (2009), there are three basic alternative teaching approaches for students with hearing impairment, the manual method, the method of oral and total communication methods. There are:

Manual Method. The manual method consists of two basic components, i.e. sign language and the finger alphabet (finger spelling).

Sign language. Ashman and Elkins (1994) argued that the standard sign language gives a complete overview of the language to the deaf (hearing impaired student), so they need to learn it well. The form is a systematic order for a set of finger gestures, hands, and range of motion to symbolize Indonesian vocabulary.

Finger alphabet. Literally, finger alphabet is an attempt to describe the alphabet manually by using one hand. Finger gesture alphabet is formed by the fingers of the hand (right hand or left hand) to spell out the letters or numbers. Cue for the shape of letters and numbers similar to the International Manual Alphabet. Finger alphabet is used to indicate proper names, abbreviations or acronyms.

Oral method. The special needs educators who agree with this method considers that reliance on sign language and hearing impaired alphabet finger makes more difficulty in interacting with its environment. Helping children with hearing oral method help them to better understand the speech of others. Children with hearing impaired will be trained to pay attention to lip, lip position, and the

teeth in order to understand what is being said. Deaf are also taught how to read cues like facial expressions that will allow them to communicate.

Total Communication Methods.Total communication contains a complete spectrum of language models, distinguishing the child's body movements or gestures, formal sign language, learn to speak, read speech, finger alphabet, as well as learning to read and write. With a total communication, hearing impaired students have the opportunity to develop themselves, namely:

People who communicate with hearing impaired students use sign language should be accompanied lips. They use sign, lip reading and writing because their speech is impossible to understand.

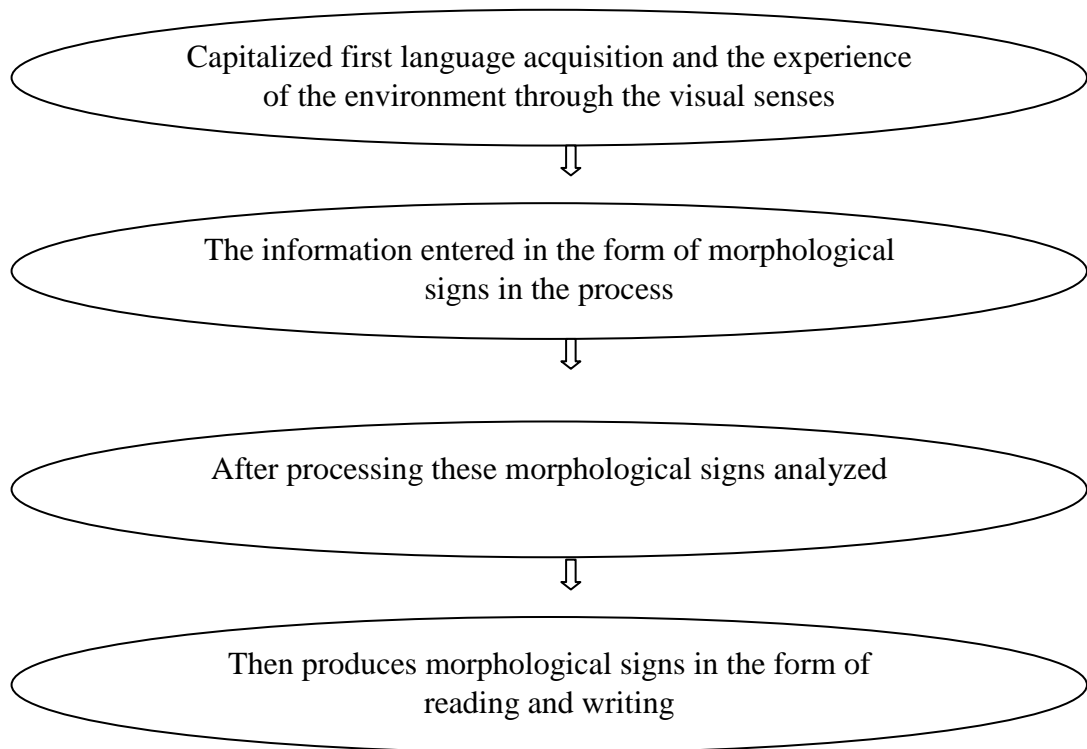
Communication lips accompanied by sound done slowly and firmly. Talk with hearing impaired student must accompany with sound and slow when talking with them.

Communication is done face to face with the face of hearing impaired students. Frequent communication is communication used by hearing impaired rely on vision, one language expression. Expression language is centered on the facial expressions and lip movements clearly when they talk (p.28).

Stages of Acquisition Second of Language For Hearing Impaired Students

English is a second language in Indonesia. As a second language lesson there is the second language acquisition process so that it can be accepted and understood by children. Not only a normal children but hearing impaired students also have their own ways to learn a second language.

The chart below is steps of second language acquisition for hearing impaired. According to Barbara Gerner de Garcia (2003,P:134)



*Figure 2.2.*Figure of steps of second language acquisition for hearing impaired students

Step one is that these new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Step two, information form morphological signs then received the new words and becoming a sign language. Step three, after processing these morphological then analyze the word into a sign. Step four, produces the morphology signs in the form of reading and writing. There are some of the factorsthatcontribute totheacquisition ofa secondlanguageorEnglish

language in children such as age, motivation and environment. There are also other factors, namely: Internal Factor is a factor that comes from the child, such as intelligence factors and factors of physical condition. External Factor are factors that influence a child outside, environmental factors such as family and social factors.

Theoretical Framework

English as an International language, has a great importance among learners, parents and language institutes or school. English language is important to be learned by all students including those with hearing impaired. They are also entitled to have the opportunity to learn English and have the same opportunities as students in public schools.

Unlike normal students, hearing impaired students learn English language using different method, this kind of hearing impaired students have lack of their ability to hearing sound also have difficulties to say word or speaking like normal students. They cannot listen well what teachers say when the class is running. Hearing impaired students of course use different method to learn English language. Since language learning strategies are very important factors that affect language learning, it is important to understand how hearing impaired students learn English.