

Chapter Two

Literature Review

This chapter will discuss some literatures related to the visual aids and hearing impaired students. The literatures will cover the information about visual aids as media of teaching, effects of visual aids, hearing impaired students, challenges in teaching hearing impaired students, and visual aids as effective media for teaching English among hearing impaired students. Furthermore, the information from the literatures will support the research. In addition, this chapter also present the review of related studies and the research's conceptual framewrok..

Visual Aids as Media of Teaching

Teaching media which is used by teachers are varied. The teaching media will support the learning process and help the students in understanding the materials. One kind of teaching media is visual aids which produce visual stimulation to help teachers explaining the materials. In some cases, visual aids are important to cover the students' learning difficulties so that they can follow the teaching and learning activities. Moreover, this section will explain some information related to the types of visual aids and the function of visual aids.

Types of visual aids in English classroom. Currently, visual aid is widely used by the teachers. There are many studies which prove that visual aids can be one of teaching media which can help the teachers in delivering the materials. Then, types of visual aids have to be known by the teacher as the user of it. In

order to give general over view of the visual aids, there are some information collected from some literatures.

One study conducted by Allen, Kate and Marquez (2011) mentioned the kind of visual aids used in the classroom, such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and Computers. These visual aids guide the students in understanding the learning materials. Then, the other study gives the additional kinds of visual aids which are real objects, pictures and blackboard drawings (Shojaei, 2011). Moreover, some visual aids explained above are strengthened by a similar finding of study. This study added similar kinds of visual aids, such as posters, flashcards, televisions, videos and computers, word calendars, picture books (Konomi, 2014). Then, Konomi (2014) also stated that visual aids can be created by the teacher, for example charts, graphic organizers, and board drawings and gestures. The visual aids are also named as instructional design which consist of models, charts, film strip, projectors, radio, television, and maps (Hamad et al., 2015).

Based on some literatures mentioned above, it can be concluded that the most familiar visual aids is picture which is mentioned by some studies. Then, the other types of visual aids will give variation and information about visual aids which can be used by the teacher in English classroom. Moreover, it also opens a chance for the teachers to make those visual aids by themselves.

The function of visual aids in learning. Teaching and learning activities need to be supported by learning media or tools. These learning media will help

the teachers in delivering the materials, and it helps the students in understanding the materials, especially for students who have special needs in learning or whom with physical disabilities. One of the techniques which can be used to help the students is by using visual aids. In the following paragraphs, some reviews of literatures discussed are related to the function of visual aids.

According to Krcelic and Matijevic (2015), teaching and learning foreign language can be facilitated by using visual tools, such as pictures or videos. These visual tools can be used in several classroom activities in order to improve students' vocabulary mastery and grammar skill. They strengthen the statement by giving the information that reading text and working with grammar exercise monotonously are no longer effective for students' attention and interest. In addition, visual tools will help the students in remembering the learning materials because the picture will draw a scheme in the memory. Besides, the functions of visuals is to increase students' imagination because the students can interpret the pictures using their imagination

According to Saad, Telajan and Zamri (2014), visual media gave positive improvement in students' learning. It supported Agyem, Asare and Obusu (2013) that by doing visualization, the students would be helped in remembering the materials which would influence their academic development. Furthermore, visuals could represent the culture so that it was useful for education and creativity (Jewitt, 2008). In addition, the visual aids could be utilized by hearing impaired students as a visual feedback in their speech development (Wankhede, 2014).

Based on some literatures mentioned above, visual aid is one of teaching media which can help the teachers in explaining the materials. The visual aids are good and give positive impacts for the students by helping them in memorizing the learning materials. This function is related to the hearing impairment which will give difficulties for the students in learning the materials. Thus, the decision of using visual aids can be taken by the teachers considering the benefits and the function of it. So, the teachers and the students will be easier in doing teaching and learning activities.

Effects of Visual Aids

Nowadays, some literatures have studied about visual aids, especially in the education field. Visual aids can be used as teaching media in order to help the teaching and learning activities. Thus, these visual aids have to be checked its effects after using it. There are some theories and results of studies which tell the effects of visual aids.

Based on Bozdogan (2011), the study about the impact of visual materials explained that by using visual aids, the instruction gave more successful result in order to cover the lack of information. The other study by Saad et al. (2014) showed that visual media and students' understanding had a positive correlation which meant that the use of visual media would support the students in understanding the materials. Then, according to Hamad et al. (2015), the use of visual aids in teaching and learning activity will increase learner's interest in understanding the learning concept, and visual aids make the teachers easy to explain the materials to the students. In addition, visual aids will help the learners

to remember the concept in learning, to increase their vocabulary mastery, and to give a direct experience to the learners. Then, using origami as a visual material was significant in mathematic lesson when teaching mathematic to deaf or heard-hearing students (Chen, 2006). Besides, Ramirez (2016) also stated in his study that one kind of visual aids which is multimedia visual aids is useful to support the learning activity.

Chimhega and Mpofu (2013) stated that the use of visual aids such as classroom rules charts, job and choice menus, transition time cards and charts, task organizer, daily schedules and internet would increase the learning and communication process. Then, Birinci (2014) stated that the students with hearing impairments are visual learners, and they need visual materials in learning. In addition, visual materials make them learn effectively in the classroom. Moreover, according to Allen, Kate and Marquez (2000), for the teachers' side, the visual aids will help them in presenting the materials. They also stated that visual aids not only increase interest of the students in learning, but also facilitate the students to relate the visual aids and the students' past experience.

Based on the results of the studies above, it can be concluded that visual aids gave effects to the students. It can be used to overcome some problems in learning. Then, visual aids are also beneficial in teaching mathematic. Therefore, the visual aids can be considered as one of the good teaching media which can be used by the teachers.

Hearing Impaired Students

The word impairment is closely related to the term of disabilities. These disabilities can be suffered by people in such aspects, for example physical aspect. Then, hearing impairment or hearing loss is the kind of those physical disabilities aspect. Nowadays, some literatures try to study and provide some information about hearing impairment even if the hearing impairment had by the students. The students with hearing impairments will face the problem in learning because they cannot hear the voice especially from the teachers. It will hamper the learning process of the students. In helping them, the teachers can use some teaching aids, for example visual aids so that the students will get visual explanation of the materials taught by the teachers.

Hearing impairment is the disability which is suffered by seventy million people around the world. These people can be identified with the sign language used by them (Saeva & Zamfirov, 2012). Doyle and Dye (2002) stated that functional deafness is identified in people who have hearing loss in the severe to profound level and use sign as their communication tool. Doyle and Dye (2002) also stated that 14.9 % school-aged children were influenced by hearing impairment. Dalton (2013) mentioned a kind of hearing impairment which is mild and moderate hearing loss (MMHL). He describes that the people with MMHL may have such groups of impairments, for example bilateral or unilateral, mild, moderate, moderately-severe hearing loss or progressive, fluctuating or temporary impairments.

Furthermore, the large amount of hearing impaired people open the possibility that they will attend to educational field. According to Chen (2006), the students with hearing impairment who attend to regular class will find difficulties to follow the activities in the class, for example in mathematic subject. Chen (2006) also stated that these difficulties emerged because they do not be supported by unmodified activities which fitt to their ability. In addition, hearing impaired students will be more tired in the classroom activity because they have to concentrate in paying attention to the teacher so that the teacher can provide individual work as an alternative activities (“A Deaf or Hard of Hearing”, 2012).

The students with hearing impairment need a special treatment in the classroom activities. This special treatment has to be considered by the teachers so that it can support the students in learning. Moreover, the teachers of hearing impaired students have to be able to identify the learning characteristics of the students, so they can provide the appropriate activities for their hearing impaired students.

Challenges in Teaching Hearing Impaired Students

Students with hearing impairments bring an issue related to their hearing disability into the classroom. This issue can arise from some aspects, such as the characteristic of the students, the classroom environment, and the learning activities. Moreover, the teaching and learning activities for these students may be different and give challenges to the teachers who directly interact with them. These challenges are discussed on some researches and books.

Based on the study of Chimhenga and Mpofu (2013), there were many challenges faced by the teachers in teaching students with hearing impairments. Firstly, hearing impaired students required sign language as their communication tool, but the number of teachers who had skill in teaching using sign language was limited. Secondly, the challenges were caused by slow vocabulary development of the hearing impaired students, so they were difficult to differentiate abstract words, such as before, after, or jealous. Thirdly, in teaching speaking, the teachers had to deal with the stress, inflection, and rate of speaking which were produced by the students. Then, students with hearing impairment could not hear their voices so that they might speak too loud, or they just mumbled. Fourthly, the students with hearing impairments also faced social problem, so the teachers could integrate the students in the group in order to help the hearing impaired students overcome the problem.

Saeva and Zamfirov (2012) stated that students with hearing impairment feel that learning second or foreign language is complicated. This statement is supported by other literature which mention that children with hearing loss have receptive vocabulary delay as one of their problem (Chang, Chow & Fung, 2005). The finding of Dalton (2013) explained that students were difficult in understanding the lesson when the teachers moved around the class, talked to the board, or taught in insufficient light. Then, teaching students with hearing impairments was difficult because the hearing impairments also caused the closed access to the auditory feedback so that they were dumb (Wankhede, 2014). Moreover, according to Agyem et al., (2013) the hearing impaired students will

have lack of language form hearing or written form, and these suggest the teachers to use visual teaching strategy. Then, it also emphasize that all the materials which are taught to the students have to be visually clear in order to cover the hearing impairment.

The challenges mentioned above will not fail the teaching and learning process as far as the teachers find the strategy to overcome it. The students with hearing impairments only require the special treatment to help them in learning. Furthermore, the teachers have to utilize the other aspect which will cover the hearing impairments.

Visual Aids as Effective Media for Teaching English among Hearing Impaired Students

Hearing impaired students are visual learners. This statement is already mentioned by some literatures above so that they need special media given in learning. One of the media which can be used by the teachers is visual media or visual aid. Based on some literatures which describe about the function of visual aids, the use of visual aids can be effective in order to teaching students with hearing impairments. There are some literatures which discuss about it.

According to Agyem et al., (2013), students with hearing impairments need visual teaching technique. The hearing impairments make them as visual learners, so they require visual materials in order to cover their hearing impairments. Wankhede (2014) stated that children with hearing impairments will be easier in understanding and learning speaking by using visual aids. Moreover, the result of study which was conducted by Birinci (2014) told that teaching

vocabulary in EFL class using visual aids was more effective than using sign language.

By using visual aids, the students with hearing impairments will be easier in learning the material because they learn visually. Some literatures above give information about the important use of visual aids for the hearing impairments and stated that it is an effective media. In addition, although the hearing impairments will challenge the learning process, it can be addressed by using visual aids.

Some literatures related to visual aids as media of teaching, effects of visual aids, hearing impaired students, challenges in teaching hearing impaired students, and visual aids as effective media for teaching English among hearing impaired students mentioned above support this study about the use of visual aids in teaching English for students with hearing impairments. These literatures try to correlate some findings of studies which can bring a concept about the topic of the research. In addition, it also discuss about another education field which use visual aids.

Review of Related Studies

This study is supported by two similar studies which are focused in studying hearing impaired students and visual aids. The first study from Birinci (2014) was similar with my study. The purpose of this study was to investigate the effectiveness of visual aids in teaching English vocabulary to students with hearing impairments. Eighty students with hearing impairments of Kemal Yurtbilir Special Education Vocational High School were studied. Then, this

study used experimental design which divided the students into two groups; experimental and control groups. The result of this study showed that the use of visual materials were more effective than sign language in order to teach vocabulary in English as a Foreign Language (EFL) class.

The second study from Hastuti (2010) had discussed about some problems which caused the low English conversation ability among the students. The purposes of this study was to increase the students' mastery of English conversation. This study used Make a Match model. Make a Match was the activity to find the right pair of a card, for example there was a card contained some questions, so the students had to find the other card contained with the right answers of those questions. In this activity, the visual aids, such as real things, picture cards, and word cards were used as the media. Moreover, this study showed positive result which told that Make a Match model increased the conversation ability.

In conclusion, the first the study from Birinci (2014) was similar with my study in some aspects which were the context of the study in the EFL class and the setting of the study conducted in the special school. Furthermore, this study also investigated the use of visual aids in teaching English to hearing impaired students. However, Birinci (2014) focused his study in teaching English vocabulary and underlined the effectiveness of visual aids in teaching vocabulary. Then, the second study from Hastuti (2010) was also conducted in English subject in SPMLB. Then, students with hearing impairments were included as one of the participants of the study. Furthermore, this study also used visual aids as the

media. However, this study used mix method because it combined between qualitative and quantitative research method.

Conceptual Framework

