

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about review of related literature. This chapter give more explanation about language learning, learning strategies, and hearing impairment students.

A. Definition of Language Learning

Learning is a process which is relatively permanent change resulting from the experience in form of the exercise or interaction with the environment (Hermawan: 2011: 30). based on that explanation, learning is a process that shows the relative changes in behavior. That can occur as a result of the experience in exercise or interaction with one's environment to get lessons from it, because it can be a reference sample of positive behavior.

On the other hand, Baharuddin (2007:13) states that learning is an activity to achieve the skill or knowledge, an attempt to achieve a skill or knowledge to meet the needs of business people gain knowledge or skill that has not been previously owned. So, with learning the people can know, understand, understand implement, and have something.

Language learning is the important part in people life. Johnson (2001: 39) states that learning a language is like learning any other habit. Learning a language is not only in the classroom. Most of people can learn

language without studying in the classroom. Language acquisition is very similar with the process children use in acquiring first and second languages. It requires meaningful interaction in the target language with natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen: 2002: 1).

Second language acquisition refers to the study of how students learn a second language, additionally to their first language. To distinguish between Second Language and Foreign Language, The Collins Dictionary as cited in Stefansson (2013:2) defines Second Language as the language that a person learns after his or her native language. Beside Foreign Language as a language that is used in a country other than one's native country.

B. Learning Strategies

Learning strategies can be defined as the way done to improve the quality of learning or the actions that learners use in their language learning. Nunan (1999: 171) states that learning strategies is the mental and communicative procedures learners use in order to learn and use language. With choose the appropriate strategy, it can help the student to understand the language. According to Hedge (2003: 102) states “ The students’ learning strategies also influence the students’ success in learning activity.”

On the other hand, the definition of language learning strategies by Rubin (1975:43) as the techniques or devices which a learners use to acquire knowledge. It means that the students should have their own way to learn language, especially in English. Because their learning strategies will make their activity in learning English language more easily.

C. Kinds of Learning Strategy

Difficulties in foreign language are common for many secondary students, especially for those with special needs. In terms of second language learning, students with special needs should have appropriate strategies to improve their learning.

Learning strategies are defined as “specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” (Scarcella & Oxford: 1992: 63).

Learning strategy are involved in all learning, regardless of the content and context. Chamot and O’malley (1990: 114) defined three kinds of learning strategies, they are:

1. Meta cognitive strategies (planning, monitoring, and evaluating).

Example: Students pay attention in teacher’s explanation.

2. Cognitive Strategies (Resourcing, grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/induction, imagery, auditory representation and making inferences).

Example: Using gesture, correcting errors in own or other pronunciation, writing notes, attention in learning media.

3. Affective/social Strategies (Questioning for clarification, cooperation and self talk).

Example: Students discuss with their pairs about what they get from teacher explanation, asking help from friends about lesson, ask question to friends or teacher.

In order to develop strategies for learning purpose, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for themselves and the learners, because there is a close connection between the personality of the student and the style and strategy that the student develops in order to learn. Especially students with special needs. Felder and Henriques (1995) as cited in Minati (2012: 4) state that students learn in many ways, by seeing and hearing; reflecting and acting; reasoning and intuitively; memorizing and visualizing.

All of learning strategies' classification above are based on Rubin classification. Rubin (1981: 117) define the classification of learning strategies. Those classification include:

1. Clarification / verification

Example: Ask for an example of how to use a word or expression, repeats words to confirm understanding.

2. Monitoring

Example: Corrects errors in own / other's pronunciation, vocabulary, spelling, grammar, or style.

3. Memorization

Example: Takes note of neww items, pronounces out loud, finds a mnemonic, writes items repeatedly.

4. Guessing / inductive inferencing

Example: Guesses meaning from key words, structures, pictures, context, etc.

5. Deductive reasoning

Example: Compares native / other language to target language, groups words, looks for rules of co-occurrence.

6. Practice

Example: Experiments with new sounds, repeats sentences until pronounced easily, listens carefully and tries to imitate.

Based on that explanation, to implement the strategies, everyone has a learning style. Our style of learning, if accommodated, can result in improved attitudes toward learning and an increase in productivity, academic achievement, and creativity (Griggs: 1991: 3). So, with the appropriate strategy, students will apply appropriate learning style to increase their achievement.

D. Children with Hearing Impairment

To get more information about children with hearing impairment, this part gives more explanation about definition of hearing impairment, types of hearing impairment, and characteristics of hearing impairment students.

a) Definition of Hearing Impairment

Hearing impairment as a disability category is similar to the category of deafness, but it is not the same. The definition of a hearing impairment by the Individuals with Disabilities Education Act (IDEA) is “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of ‘deafness.’” According to Hardman (2005) states that children with hearing impairment is children who may have partial or full hearing loss on one or both ears.

On the other hand, Ahmadi and Supriyono (2008:61) stated that the category B or it is called *Tunarungu* or hearing impairment students are the students who have a problem in their hearing or hearing impairment. The students of hearing impairment often experience what so called education retardation. In general, hearing impairment students catch the material from teacher using language sign.

The impairment may occur during or shortly after birth (congenital or early onset or may be late onset) caused post natal by

genetically factors, trauma or disease. Hearing impairment may be pre-lingual (occurring prior to speech and language acquisition) or post-lingual (occurring after the acquisition of speech and languages).

Educational obstacles related to hearing impairments stem around communication. A student with a hearing impairment may experience difficulty in: the subjects of grammar, spelling and vocabulary; taking notes while listening to lectures; participating in classroom discussions; watching educational videos; and presenting oral reports.

b) Types of Hearing Impairment

According to Easterbrooks (1997) and Ashman & Elkins (1994) as cited in Permanarian Somad (2008), a hearing impairment or hearing loss can be classified as a conductive, sensorineural, or mixed hearing loss, based on the anatomic location of the problem (site of lesion, e.g., middle or inner ear).

1. Conductive

When hearing loss is due to problems with the ear canal, ear drum, or middle ear and its little bones (the malleus, incus, and stapes).

2. Sensorineural

When hearing loss is due to problems of the inner ear, also known as nerve-related hearing loss.

3. Mixed hearing loss

Refers to a combination of conductive and sensorineural hearing loss. This means that there may be damage in the outer or middle ear and in the inner ear (cochlea) or auditory nerve.

c) **Characteristics of Hearing Impairment Students**

According to Somad and Hernawati (1996: 34-39) defined the characteristic of students with hearing impairment. There are include characteristic of intelligence, characteric of language and speech, also characteristic of emotion and social.

1. **Characteristic of Intelligence**

Basically the intelligence of children with hearing impairment is same with the hearing children. They have high, average, and low intelligence. They have lower intelligence in verbal lesson, but they have equivalent intelligence with hearing students in non verbal lesson.

2. **Characteristic of Language and Speech**

Speech and language competence of children with hearing impairment is different with the hearing children, since language development is influenced by listening competence. on In imitation phase, they are limited only at visual imitation such as movement and sign. So for further speech and language development, they

very need special and intensive education according to their stages and other abilities.

3. Characteristic of Emotion and Social

Hearing impairment make whom have it feel as like as foreigner in daily social association. And the effects of it appear negative effects, such as:

- Have egocentrism more than ordinary children.
- Have scared feeling of larger environment.
- Dependence to other people.
- Their attention will be more difficult shifted.
- Generally they have smooth character, simple and have not many problems.
- Easier to be angry and offended.

E. Education for Students with Special Needs

In this part give more explanation about education for students with special needs, classification of school for students with special needs, and the aims of education for students with special needs. Hearing-impaired student was one of students with special need. A special needs student is student who has been determined to require special attention and specific necessities that other children do not (Farrel: 2009: 6).

a) Education for Students with special needs.

In Indonesia, education for hearing impairment students begins in 1930 at London, which is an educational institution for children with hearing impairment, founded by Miss. Roelfsma Wesselink, an ENT (THT) doctor's wife. Then, in 1938, a school for hearing impairment children is also established at Wonoso by the Charity brocdor which cooperate with the school for hearing impairment children in the Netherlands.

In the following stage, after of independence, the development of education and schools for hearing impairment students are more scattered at various areas, especially after the opening of the teacher school for children with disabilities or Sekolah Guru Pendidikan Luar Biasa (SGPLB) at Bandung in 1952. This development is no longer related to the number of schools but related to the well done education program (Suparno: 2001: 7).

The United States Department of Education has defined special education as specially designed instruction to meet the unique needs of a child with a disability. Special education refers to distinctive provision, including education, for students with disability. It is informed by a range of foundational disciplines and encourages academic progress and personal and social development. Special education has identifiable aims and methods (Farrel: 2009: 1).

Extraordinary or special education is education which is strived or aimed for children who have anomaly, whether physic anomaly, mentality even emotional anomaly. One of physic anomaly is hearing impairment (Somad and Hernawati: 1996: 1). From that explanation, schools for students with special needs (Sekolah Luar Biasa) is school which is specially designed for children who have special needs or ability from the same condition.

To support compulsory education program, beside applying regular school, the government also applies the school for student with special needs. The school for student with special need is called 'SLB or Sekolah Luar Biasa'. This statement according to regulation No 1/2008 ; The special education is education for students who are have difficulty level when they in the learning process, because they have physical, emotional, intellectual, social disorder, or students with special need. This special education is applied for visual impairment students, hearing impairment students, mental retardation students, orthopedic impairment students, also emotional and behavior disorder students at Sekolah Dasar Luar Biasa (SDLB), Sekolah Menengah Pertama Luar Biasa (SMPLB), and Sekolah Menengah Atas Luar Biasa (SMALB) (Indonesian Ministry of Education, 2008).

In Indonesia, the unit of education for students with special needs or special ability such as education as uttered in UU RI no. 2 1989. They have: kindergarten for students with special needs or

Taman Kanak-Kanak Luar Biasa (TKLB), at least 1 to 3 years studying time, primary school for students with special needs or Sekolah Dasar Luar Biasa (SDLB) with studying time at least 6 years, junior high school for students with special needs or Sekolah Menengah Pertama Luar Biasa (SMPLB) with studying time at least 3 years, and senior high school for students with special needs or Sekolah Menengah Atas Luar Biasa (SMALB), at least 3 years studying time (Somad and Hernawati: 1996: 67).

b) Classification of School for Students with Special Needs

To support compulsory education program, beside applying regular school, the government also applies the school for student with special needs. The school for student with special need is called 'SLB or Sekolah Luar Biasa'. This statement according to regulation No 1/2008 ; The special education is education for students who are have difficulty level when they in the learning process, because they have physical, emotional, intellectual, social disorder, or students with special need. This special education is applied for visual impairment students, hearing impairment students, mental retardation students, orthopedic impairment students, also emotional and behavior disorder students at SDLB, SMPLB, and SMALB (Indonesian Ministry of Education, 2008).

To apply that regulation, the Indonesian government divided school for disability students, according to Sutratinah (1984: 149) they are:

- **SLB / A** is school especially designed for students with blindness.
- **SLB / B** is school especially designed for students with hearing impairments.
- **SLB / C** is school especially designed for students with mental retardation.
- **SLB / D** is school especially designed for students with orthopedic impairment.
- **SLB / E** is school especially designed for students with unsociable.

c) The aims of education for Students with Special Needs

The development of educations for students with special need have important purpose. According to S.A. Bratanata and Katamso (1977: 11-12) the important purpose of developing education for students with special needs are:

1. Children become citizen obedient to Pancasila and to the great unity God.
2. Children have healthy physical and spiritual.
3. Children consider their ability, consider and accept their condition positively and always struggle to improve it.

4. Children gain knowledge and live skill (able to communicate, understand and respect other opinion, interpret the live phenomenons which always change).
5. Children gain knowledge and skill for future live (have responsibility for their selves and the environment, and able to look for means of livelihood).
6. Children able to help their selves, build their safe and happy feels to their family and environment.
7. Children grow with good and glorious character, and consider their responsibility to family, environment and government.

F. Previous Study

The subject of research ever conducted by other researcher previously. The first previous study was done by Rahman (2010) In her research, she describe the effectiveness of using photos as media to improve the deaf students' ability. The research only focus on using photos as media to teaching deaf students. The result of that research is using photos is effective to improve the deaf students' ability in writing English vocabulary. The research focus in picture as a media that is used by teeacher to teach the deaf students. This previous study only focus in cognitive strategy.

The second previous study was done by Santi (2013). Her research describe the teacher support and students' learning. The research only

focus on visual impairment students. The result of her research, memorize is best strategy in learning English for visual impairment students. The visual impairment students usually memorize words that they heard from their teacher. Actually, students with visual impairment still easy to understand verbal language, its different with students with hearing impairment. Both of the previous studies didn't give complete supporting theories from an expert. The present research has different impairment and different subject with second previous study.

Based on explanation above, it can be said that when learning process, students need the appropriate strategy to get high achievement. In this research, the writer has the similarity and also differencess with the previous study. The similarity is focus of research in learning strategies. Beside the differencess there are subject and also research design. This research conduct the research in SLB B Tulungagung. This research conduct the research focus in learning strategies of hearing impairment students. The researcher study deeply about the stategies of learning that used by students with hearing impairment. The researcher also give theories about learning strategy as a support this research. The purpose of this research is to complete the previous study. The researcher conduct the research entitled: ***“A study on the strategies in learning english of the hearing-impaired students at Sekolah Luar Biasa (SLB) B Tulungagung in Academic Year 2016/2017”***