

CHAPTER V

DISCUSSION

In this chapter, the writer discusses the analysis of the kinds of students strategies that used by hearing-impaired students at SLB B Negeri Tulungagung, how they use their strategies and the extent of students' learning strategies to contribute the students' English improvement.

A. Learning strategies used by hearing-impaired students in learning English

The hearing-impaired students have weakness in hearing and speaking. They only can learn from visual materials. The students needed the strategies to overcome the obstacles in learning, especially in learning English. Each students used the different way to learn. They have their own learning strategies in order to make them learn easily. There was the hearing-impaired student who like playing game. That game include english vocab and also the meaning. With that game, he can memorized many new vocabularies that very helpful in his study. Memorization is one of learning strategies almost helpful for students in learning english. such as theory proposed by Doung and Thu (2006) states that memorization seems to be one of the learning methods that help EFL learners use the English Language. They can understand what the people says. Because

hearing-impaired students have weakness in hearing and speaking, at least they can understand the meaning of people says.

In English lesson class, sometimes the hearing-impaired students have difficulties in learning. Most of hearing-impaired students could memorize the word if that number of their words are not too many. They remembered the meaning of those words easily if the teacher showed the picture. Some of them also often played english game such as puzzle, they matched the picture with english word and the meaning. This strategies made most of students remembering word by seeing the picture. Guessing the word also one of learning strategies that can use by hearing-impaired students. It is suitable with kinds of learning strategies that difined by Chamot and O'malley (1990) that is cognitive strategy. And guessing word or inductive inferencing including in cognitive strategy.

The hearing-impaired students have weakness in hearing and speaking, but they learned English by using visual part. All of them can read the teacher's lip movement. They knew and understood what the teacher said. This strategy also included in inductive inferencing strategy. Because firstly, the students read the teacher's lip movement. Then they guessed what the meaning of teacher's said. To make it clear, the hearing-impaired students used gesture. With used appropriate strategy, hearing-impaired students knew many English words and made them understand when they spoke with the foreigner or when they found the English announcement in side of the road.

B. How hearing-impaired students use their learning strategies in learning English

The students' learning strategy was the strategy which used by students to make them learn English easily. The students used their learning strategies by themselves. The students memorized the English vocabularies by themselves without force from other people. By using learning strategies, the hearing-impaired students learned English easily. By memorizing many words, the students also will find it easy to understand the text. If the students easy to understand the questions in their task or their test, they will answer it easily. Certainly, the students would get high score in English. Actually, learning English was not only for get high score in school, but it can help the students to understand when they met the foreigner. If the foreigner asked them about something, they can understand it and answered or helped that foreigner. Beside that, with learning English, the students understood the announcement, or sign in side the road. They can understand what the meaning of that announcement. Although the students are people who are have weakness in hearing and speaking, they still can help other people as regular students. Because they still can use their gesture to deliver their speech.

Beside that, most of hearing-impaired students had high spirit to learn English. they were never give up to learn English although sometimes

they felt that English lesson was difficult lesson. Although they felt difficult to learn English, they was excited to learn English. they have good motivation from themselves and also from their families. They have high spirit to be good learners that have high achievement, actually in English lesson.

In here, most of hearing impaired students used gesture/sign language to communicate in their learning. This strategy included in cognitive strategy. Because hearing-impaired students have limitation in their speaking and hearing, they focus on visual. The hearing-impaired students focus on cognitive strategies. In cognitive strategy, hearing-impaired students using gesture and translation. To clarified the lesson, the focused in teacher gesture, some of them focused in teacher's lip movement. It was appropriate with theory that proposed by Flo Brokop and Bill Persall (2009) that hearing impaired students understood the utterance from gesture or sign language. This result was confirm or clarify that theory.

The result of this research was different with the first previous study which was done by Rahman (2010). In the first previous study only focused on cognitive strategy which used by hearing-impaired students. But in this research focused on all of types of strategies. This research gave addition for first previous study that in cognitive strategy, the hearing-impaired students also used translation. Beside that, the hearing-impaired students applied metacognitive and affective/social strategies too.

This research also different with second previous study which was done by Santi (2013). This research had different impairment and different subject. The second previous study focused on English learning strategies which used by visual impairment students, but this present research focused on English learning strategies which used by hearing-impaired students.