

## CHAPTER IV

### RESEARCH FINDINGS

This chapter is presented the findings of the research about strategies which used by hearing-impaired students at SLB B Negeri Tulungagung. In this part, the writer displays all selected findings data to answer research questions of this study; 1) What are students' strategies to learn English especially for children with hearing impairment ?, 2) How do the students use strategies to learn English especially for children with hearing impairment in SLB B Negeri Tulungagung ?

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

From the interview, observation and field note, the researcher found that all subject apply every strategy in learning English. The details of each subject's strategy use were as follow:

##### a. S1

In general, based on the result of interview and observation, S1 used every type of learning strategy. In type of *metacognitive strategy*, she paid attention to teacher explanation and to teaching media. Based on observation on Monday 27<sup>th</sup> March 2017, she paid attention to teacher explanation. But sometimes she also made conversation / discuss with her pair.

Actually, in the interview, S1 explained that she paid attention to the teacher when the teacher described the lesson. From in-depth interview, in her home, she started to study at 7.00 p.m. If there were homework, she did that. She studied by herself, but sometimes she studied with her mother. To make easy in doing her homework, she opened her note book. When she faced the difficulties, she asked to her mother how to answer that question. From teacher's information, S1 was diligent student.

In second observation at Wednesday 29<sup>th</sup> March 2017, the researcher found the cognitive strategy that used by S1 students. She always wrote notes. Not all of hearing-impaired students could read the teacher's lip. But S1 teacher could read the teacher's lip to understand the statement. The teacher always asked to the students to repeat what the teacher said. She tried to pronounce that word. When she wrote note, she searched the meaning of that word in the dictionary. She felt difficult if the teacher asked to her about the meaning of the word if the teacher did not show the picture. The result of the second observation showed that S1 use *monitoring*, *memorization*, *guessing* and *practice* (included in *cognitive strategy*).

The third observation on Thursday 30 March 2017, the researcher found that S1 often asked her pair. The teacher often reminded them to pay more attention to the teacher. She also lent her note to her friend. She was a active student. She often tried to ask to the teacher when she felt confuse. The researcher found *asking to friend*, *asking to the teacher*, and *helping pair*

(included in *affective/sosial strategy*). She always wrote note and practice to pronounced what the teacher said.

In conclusion, *practice/repeat(cognitive strategy)* what the teacher's said became the most used strategy which were used by S1 to increase her English achievement, followed by *asking to teacher(affective/social strategy)* and *taking notes(cognitive strategy)*.

b. S2

Based on both interview and observation, similar with S1. Her desk near with S1's desk. In the first observation on Monday 27<sup>th</sup> March 2017, she paid attention to teacher explanation and to learning media. She read the teacher's gesture in front of class to understand what the teacher said. She still felt confuse if she read the teacher's lip.

Based on the interview, she said that she studied at home at 8.00 p.m after praying isya' and dinner. Sometimes she asked for help from her brother. She asked for her brother to clarify the meaning of the question in her homework. She was very happy when her brother helped her to finish her homework because her brother was very patient when he helped her.

On the second observation on wdnnesday 29<sup>th</sup> March 2017, the researcher found that S2 student remember short word. She said to the teacher that she memorized word easily if the word was not too long and too many. She memorized word easily if she repeated pronouncing that word. She could not answer the teacher's question about the meaning of word if the teacher

did not show the picture. She wrote note and searched the meaning from the dictionary. In her learning activity, she was considered using *practice*, *memorization*, and *guessing the meaning (cognitive strategy)*.

S1 and S2 students have same purpose when they learned English. They learned English in order to make them understand when they found English announcement in side of road.

On third observation on Thursday 30 March 2017, the researcher found that S2 tried to pronounce what the teacher's said. She also wrote notes in her book. She seldom checked the word's spelling in the dictionary. She only wrote the new vocabulary, but she did not checked that spelling.

The researcher also found that she often discussed with her pair. Sometimes she asked to her teacher when she felt confuse. It can be concluded that the most strategies applied by S2 during the observation period was *translating (cognitive strategy)*. It was because she only search the meaning of the word without checked the spelling of the word. But her translating strategy was followed by *taking notes(cognitive strategy)* and *asking pairs (affective/social strategy)*.

#### c. S3

Generally, based on observation and interview, the researcher found many strategies which were used by S3. He was smartest student in SMPLB class. From interview that was conducted between the researcher and S3 student, the researcher found that he very love English. He always wrote note

without asked by the teacher. Because of that, sometimes his friends did not have the notes, but he already has those notes.

To understand what the teacher's said, he read the teacher's lip. He paid attention to the teacher. Because if he did not pay attention to the teacher explanation, he would not understand the lesson. In his home, he also studied again about the lesson. He did his homework by himself at 7.00 p.m.

In his home, he often played games. One of them was puzzle game which consist of many English vocabulary. He must matched the English vocabulay with the meaning and the picture. He said that its game made him has more English vocabularies. He said that he studied English in order to made him can understanding the English movie.

On first observation on Monday 27<sup>th</sup> March 2017, S3 paid attention to the teacher explanation. He paid attention in teacher's lip and gesture. When the teacher pronounced some word, he pronounced too as he can. Although he was a boy, he was very diligent. The researcher found that he always wrote notes. When he wrote notes, he not only wrote that word, but also he checked the spelling and the meaning of those words. Because of that, he memorized word easily. He also remembered word easily without seeing the picture. The result of first observation showed that he used *gesture*, *write note*, *pronounced vocabulary*, and *corrected the spelling (cognitive strategy)*.

On the second observation on Wednesday 29<sup>th</sup> March 2017, the researched found that S3 often helped his friend to understand the lesson. He

often asked to the teacher to clarify his difficulties. The researcher also found that S3 always wrote notes and checked the spelling of the word.

On the third observation on Thursday 30 March 2017, the researcher found that S3 always could answered the teacher's question about the meaning of the word. He answered that question without seeing the picture. Its meant that his memorization was very good.

Overall, it be concluded that S3 also used *cognitive strategy*, included *gesture, taking notes, practice, correct the spelling, and memorizing*. It was followed by *asking pair, asking to the teacher, and helping pair (affective/social strategy)*.

d. S4

In general, based on interview and observation, S4 was also a diligent student. She always paid attention to the teacher. She always paid attention to teacher's gesture. She studied at home at 7.00 p.m by herself. Sometimes, she asked to S3 student because they were neighbor. They often studied together. She used *practice, using gesture, memorization, taking notes and guessing the meaning*.

On first observation on Monday 27<sup>th</sup> March 2017, the researcher found that S3 paid attention to the teacher. She *wrote notes, translating word, practice, memorize word, and guessing the word (cognitive strategy)*. She felt confuse that the teacher asked to her about the meaning of the word without showed the picture.

On second observation on Wednesday on 29<sup>th</sup> March 2017, the researcher found that she always *paid attention to teacher explanation, wrote notes, translating, practice, and guessing word.*

On third observation on Thursday 30 March, the researcher also found that she *pay attention to teacher explanation, wrote notes, translating, practice, and guessing word.* Sometimes she also asked to the teacher and her pair. It be concluded that S4 student used most of cognitive strategies. It was followed by *paid attention (metacognitive strategy) and asking to the teacher and pair (affective/social strategy).*

e. S5

S5 always repeated his study at home. He studied at home at night. He studied at 8.00 p.m. He tried to finish her work by himself, by opened his notes. He also often asked for help to his sister. At school, he paid attention to the teacher's explanation. From interview, he said that if he did not pay attention to his teacher, he would has difficulties in doing the task or exam. He said that he love English. He studied English in order to make him could wrote story in English.

S5 was a diligent student too. Although he was a boy, but he was very diligent. He wrote note to make his study easily. If he found new vocabulary, he wrote it in his note book. From the interview, he said that he was a shy boy, he seldom repeated pronounce what the teacher said if the teacher did not ask for him to repeated it. He checked the word's spelling in his

dictionary by matched the word in the white board with word in the dictionary. He memorized the word easily because he often checked in the dictionary. Sometimes, although the teacher didn't show the picture, he still remembered it. But if the teacher showed the picture, he remembered that word and guessed what that word.

On first observation on Monday 27<sup>th</sup> March 2017, the researcher found that S5 often *paid attention to the teacher's explanation*. He focused in the *teacher's gesture*. He always *wrote notes*. Actually, in the classroom he tried to pronounce what that the teacher said. If the teacher asked to him about the meaning of the word, he answered it if the teacher showing the picture.

In second observation on Wednesday 29<sup>th</sup> March 2017, the researcher found that he seldom asked to the teacher if he felt confuse. He more often asked to his friend if he felt confuse. The same is true with the third observation on Thursday 30 March 2017. The researcher also found that he still seldom asked to the teacher. He more asked to his friend.

It can be concluded that S5 used the *cognitive strategy (taking notes, guessing the meaning, and translating)*.

f. S6

In general, S6 also often paid attention to teacher's explanation. From the interview, he said that sometimes he did not study at home. But



sometimes he studied at home at 7.00 p.m before he watched TV. He said that he studied English in order to made him got high score in English lesson.

He sometimes wrote note, but sometimes he did not write note. But he focused on teacher's explanation. He tried to repeat what the teacher says. After that, he searched what the meaning of that word while checked the spelling of that word in the dictionary. He enough easy to memorizing word. Because he often checked the word's spelling, he also memorized easily how the spelling of the word. He said that he remembered easily about the meaning if the teacher show the picture.

On first observation on Monday 27<sup>th</sup> March 2017, the researcher found that he certainly *paid attention to teacher's explanation*. He also *wrote notes, corrected the spelling, practice, and guessing the word (cognitive strategy)*. He often asked to the teacher when he felt confuse.

On second and third observation, the researcher found that he *paid attention to the teacher's explanation*. He *wrote notes and translating (cognitive strategy)*. He often *asked to his friend*. He remembered the word easily if the teacher showed the picture.

From that result, it concluded that he use *translating and guessinng the word (cognitive strategy)* that was followed by *taking notes and pay attention to teacher's explanation*.

Table 4.1 Types of Students' Strategies

	<b>Meta cognitive</b>	<b>Cognitive</b>	<b>Affective/social</b>
<b>S1</b>	- Pay attention to the teacher - Study at home	- Practice/ repeat - Taking notes - Guessing word	- Asking to the teacher
<b>S2</b>	- Pay attention to the teacher	- Translating - Taking notes	- Asking pairs
<b>S3</b>	- Pay attention to the teacher - Study at home	- Taking notes - Practice - Correct the spelling - Memorization	- Asking to the teacher - Asking pairs - Helping pairs
<b>S4</b>	- Pay attention to the teacher	- Taking notes - Translating - Practice - Guessing word	- Asking to teacher - Asking pairs
<b>S5</b>	- Pay attention to the teacher	- Taking notes - Guessing word - Translating	- Asking pairs
<b>S6</b>	- Pay attention to the teacher	- Guessing word - Taking notes	- Asking pairs

From table above, it can be inferred that in *metacognitive strategy*, all of subjects applied *paying attention to the teacher* and *study at home*. The next strategy is *cognitive strategy*. It appears in the form of *taking notes*, *guessing word*, *translation*, *practice*, *correct the spelling*, and *memorization*. In *affective/social strategy*, the subject applied *asking pairs*, *asking the teacher*, and *helping pairs*.

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

Every hearing-impaired students have their own strategies. The detail of how the hearing-impaired students use their strategies will be presented in this part.

### a. S1

*Practice/repeat(cognitive strategy)* what the teacher's said became the most used strategy which used by S1 to increased her English achievement, followed by *asking to teacher(affective/social strategy)* and *taking notes(cognitive strategy)*.

She practiced to pronounce what teacher said. She read the teacher's lip. Not all of hearing-impaired students could read people's lip. But S1 can read the teacher's lip. When the teacher pronounced a word, the teacher asked for students to repeat it. As we know that hearing-impaired students have limitation in speaking and hearing, so they pronounced the word as they can.

Her strategy followed by asking to teacher and taking notes. They asked to the teacher by using gesture. Because usually she still felt confuse when the teacher explained the lesson in front of class.

Such as on second obsevation on Wednesday 29<sup>th</sup> March 2017, the researcher found that when she studied in the classroom, she felt confuse. Than, she asked to her friend, but it was not clear yet. So, she asked to her teacher to clarify that difficulties. She was a active learner. In every

observation which was done by the researcher, she wrote notes in her learning.

b. S2

The most strategies applied by S2 during the observation period was *translating (cognitive strategy)*. And her translating strategy was followed by *taking notes(cognitive strategy)* and *asking pairs (affective/social strategy)*.

It was translating strategy because she always checked the meaning of new vocabulary, but she did not checked the spelling was already correct or not.

Her strategy was followed by taking notes. She always wrote notes in order to made her learning easily. She focused in the word on the whiteboard, then she tried to find the meaning of that word from the dictionary.

Beside that, she also often asked to her friend. From the first observation on Monday 27<sup>th</sup> March 2017, the researcher found that she often asked to S1, because their desk were near. S1 and S2 often helped each other.

c. S3

S3 also used *cognitive strategy, include gesture, taking notes, practice, correct the spelling, and memorizing*. It was followed by *asking pair, asking to the teacher, and helping pair (affective/social strategy)*.

S3 was smart and active student. He always asked to the teacher when he felt confuse. He wrote notes by checking the word spelling. He matched

the word between on the whiteboard and in the dictionary. He always read the teacher's lip. He memorized word easily. he said that he often played game. One of game which he loved to played was such as puzzle game. In that game, he must match the English word with the picture and the meaning. He said that the game very helpful for him. Because of that game, he could memorized many new vocabulary.

Such as in second observation on Wednesday 29<sup>th</sup> March 2017, the researcher found that S3 can remembered vocabulary without saw the picture. And the teacher always appreciated him with statement "good" for him. That was statement which motivated him to more study hard.

d. S4

S4 student used most of cognitive strategies. It was followed by *pay attention (metacognitive strategy)* and *asking to the teacher and pair (affective/social strategy)*.

Generally, most of hearing-impaired students always paid attention to the teacher's explanation. S4 also used most of cognitive strategies. She read the teacher's gesture to understand what the teacher said. She always wrote notes, after she wrote notes, she searched the meaning of that word in the dictionary. But sometimes, she did not checked the word spelling.

In the second observation on Wednesday 29<sup>th</sup> March 2017, the researcher found that the teacher asked for S4 to wrote a vocabulary on the

whiteboard. But word spelling that she wrote still wrong. It can concluded that she only used *translating strategy (cognitive strategy)* without checked the word spelling. She only checked the word meaning.

e. S5

S5 used the *cognitive strategy (taking notes, guessing the meaning, and translating)*. S5 was a shy student. He was a boy, but he was shy boy. Actually he was smart and diligent student. He seldom asked to his friend or to the teacher. He always tried to did something by himself.

On first and second observation on Monday 27<sup>th</sup> March 2017 and Wednesday 29<sup>th</sup> March 2017, the researcher found that S5 wrote notes. While he wrote notes or words, he also translating that word. He checked the meaning of those words in the dictionary. The researcher found that if S5 felt confuse, only sometimes he asked to his pair.

f. S6

S6 use *translating and guessinng the word (cognitive strategy)* that was followed by *taking notes and pay attention* to teacher's explanation. From the interview with the researcher, he said that his purpose in learning English was in order to got good score in English.

He translated every word that was wrote by the teacher. If he did not know what the meaning of that word, he checked the meaning of that word in

the dictionary. He memorized word easily if the teacher showed the picture of that word. If the teacher did not show the picture, he felt very confuse to remembered that word/vocabulary. It was suitable with the result of second observation that was done by the researcher on Wednesday 29<sup>th</sup> March 2017.

Table 4.2 How the Hearing-Impaired Students Use Their Strategies

	<b>Meta Cognitive</b>	<b>Cognitive</b>	<b>Affective/social</b>
<b>S1</b>	- Focused in teacher's lips and gesture	- Practice what that teacher's said by read the teacher's lip. - Remembered word easily when teacher show the picture.	- Ask to the teacher use body language/ gesture.
<b>S2</b>	- Focused on teacher's gesture/sign language.	- Only check the meaning, without check the spelling. - Focused with word on the whiteboard, then searched the meaning in the dictionary.	- Ask with pairs by using gesture/sign language.
<b>S3</b>	- Focused on teacher's lip and gesture.	- Repeat/practice to pronounce what that teacher's said. - Focused in new word, then check the spelling and the meaning from the dictionary.	- Asked to the teacher and helping pair by using gesture and sign language.
<b>S4</b>	- Focused on teacher's gesture	- Only checked the meaning of the word, without checked the spelling. - Remembered	- Asking to the teacher by using gesture/ sign language.

		word easily when teacher show the picture.	
<b>S5</b>	- Focused on teacher's gesture	- Only checked the meaning of the word, without checked the spelling. - Remembered word easily when teacher show the picture.	- Asking with pairs/friend by using gesture/ sign language.
<b>S6</b>	- Focused on teacher's gesture	- Only checked the meaning of the word, without checked the spelling. - Remembered word easily when teacher show the picture.	- Asking to the teacher by using gesture/ sign language.

From table above, in *metacognitive strategy* the researcher got information that all of subjects were *pay attention to teacher* explanation with focused on *teacher's gesture* and *teacher's lips*. In *cognitive strategy*, all of them *taking notes* by writing what that the teacher wrote on the whiteboard. Most of them used *translation* with focused on new word then they checked the meaning from their dictionary, *practice* what the teacher's said, *check spelling* in the dictionary, and can remembered word when teacher showed the picture/ *guessing the word*. All of subjects applied *affective/social strategy* in form of *asking pairs*, *asking the teacher*, and *helping pairs* by using gesture/sign language.