

Chapter Two

Literature Review

This chapter endeavors to present literatures related to the research title. Also, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. In this literature review, it includes some explanations about teaching English as a foreign language, definition of foreign language learners, the type of foreign language learners, challenges faced by the teachers and the students, and strategies implemented by the teachers to teach English as a foreign language for hearing impaired students. In the last of chapter two, the researcher also puts review of related studies and conceptual framework.

Teaching English as a Foreign Language

TEFL means teaching English to the students who do not use English as their second language. TEFL is commonly learnt at school. Meanwhile, TEFL also can be learnt outside the classroom with a tutor. The term English as a foreign language occurs in the Middle East countries such as Indonesia, China, Japan, and others. Richard and Schmidt (2010) stated that a foreign language in a particular country or region is not used as a media of instruction in school. They also stated that it is not widely used as a media of communication in government. Foreign language is typically taught as school subjects for the purpose of communication with foreigners or for reading printed materials in that language.

Foreign Language Learners

Foreign language learners are the students who learn in an area where English is implemented as a foreign language. Besides, English is often taught in school widely, but it does not apply an essential role in national and social life. The students of English as foreign language have a choice to a large extent English. According to Richard and Schmidt (2010), foreign language learners are those who learn English not as the native speakers. Foreign language is usually not used as a medium of communication on the social life. Likewise, the students only use foreign language around the school or particular places in which use this language. It can be concluded that the aims of foreign language is to help the learners to communicate with the foreigners and read the printed material written in English. Additionally, the way English students are instructed which depends on their level of proficiency and the content of the program provided in their school or district (Wright, 2010).

Hearing Impaired Students

Hearing impaired is one of the general terms that show the inability to hear from very mild to severe which is classified as deaf and lack of hearing (a hard of hearing). Additionally, hearing-impaired students are the students with a condition of the presence of functional damage from all of the instruments or auditory organs which cause deficiency or loss of hearing ability (Kosasih, 2012). Hearing-impaired students do not have differences with non-special need students in general, but when they communicate with others, it is known that they are hearing-impaired students (Kemendiknas, 2010). Basically, the hearing-impaired students have verbal

communication disorders, so they use a sign language in communication with other students.

Hearing impaired students have two categories in hearing variety. It is line by Sadjah (2005) hearing-impaired had two categories in hearing variety. Those were a loss of hearing or a total hearing and a less of hearing. Regarding as a total hearing impaired is a person who has an inability to hear (at level of 70 dB ISO or more). Thus, they have obstacles in listening and terms of speech. Second, a less of hearing. In which a person can still hear sound (usually at level of 35 to 69 dB) so that they have difficulties in listening, but they do not obstruct in regarding the conversation.

Hence, hearing-impaired students (a deaf person) is someone who inability to hear so they have obstacles in processing linguistic information through hearing with hearing aids or not. Besides, hearing-impaired students are the students who usually use the hearing aids as their sign language to allow success in processing linguistic information through their hearing. Therefore, there are a lot of obstacles and challenges in getting along with non-special need students (Kemendikbud RI, 2010).

The Challenges faced by English Teachers in teaching Hearing Impaired Students

There are two challenges faced by special need English teachers in teaching and learning process. Those challenges are not conducive classroom and lack of teaching methods. Besides, each challenge faced by the hearing impaired students is explained in the following paragraphs in detail.

Receptive vocabulary delayed. As mentioned by Chang, Chow and Fung (2005) argued that the hearing impaired students' problem is a delay vocabulary receptive. This means that hearing impaired students have trouble in understanding the lesson when the teacher talks about English vocabulary. It is because hearing impaired students have less of language and they do not know to produce the sound well (Dalton, 2013). In addition, receipting vocabulary as a foreign language is challenge for English teachers in teaching hearing impaired students. As the reason, it is because the hearing impaired students also difficulty in hearing and reading the material that teacher has delivered at teaching and learning process.

Limited of using sign language by teachers. Hearing impaired students used sign language for communicating with the teachers. This tool facilitated hearing impaired students when they do not understand what teachers said in delivering the material. As the problem, the used of sign language are still lacking by the teachers. Based on the study of Chihenga and Mpofu (2013) argued that one of the challenges the teachers in teaching hearing impaired students is they have limited of sign language. Sign language as a communication tool of hearing impaired students, but some of the teachers have difficulty in using sign language.

Limited of vocabulary knowledge. According to Rachmayana (lined in Sugiarti, 2016) suggested that hearing impaired are those who had lack and loss of hearing. Besides, they had trouble in developmental language. As a problem, hearing impaired had difficulty in talking and also difficulty in reading comprehension. It is because hearing impaired had less of vocabulary mastery. Therefore, this problem

becomes the challenges in teaching English as a foreign language for hearing impaired students. As another experts by Lekberg and Spencer (2001) reported that hearing impaired students have delayed in building vocabulary knowledge. It is line by Luckner & Handley (2008) argued that hearing-impaired students have difficulty to obtain the English vocabulary through the learning method used by the teachers Likewise, with the matching argument through Luckner and Cooke (2010), they asserted that since hearing impaired students could not hear the conversation, they had the problems in their English development at a suitable level.

Less of English exposure. Being an English teacher for hearing impaired students is not an easy thing. It is because hearing impaired students have a less of English exposure because hearing impaired students still difficult in using Indonesia language. Let alone, in exposing English as a foreign language. That way, TEFL is challenging for English teachers in teaching hearing impaired students. Related to the previous study, the students have a less of motivation in understanding English because the students do not have sufficient background in English mastery (Khan, 2011)

The Strategies Implemented by English Teachers in teaching Hearing Impaired Students

Chamot (2005) defined that learning strategies as the procedures facilitate learning duties. Moreover, learning strategies enable the students to stretch students' learning styles. Based on Oxford (2003), the teachers can actively help the students to

stretch their learning styles by trying out some strategies outside of their primary style preferences.

Westwood (2007) pointed out that hearing impaired students should have some strategies in learning, and the teachers should be more productive in teaching English as well as using many strategies as possible. Besides, the teachers should have more knowledge and evaluate their own strategies in teaching English as a foreign language toward the special need students whether strategies work or not. Besides, there are some strategies implemented by the special need English teachers such as classroom environment management, rewards, teaching facilities, and teachers' reflection. Thus, each strategy is explained in the following paragraphs briefly.

Using flashcard. The first strategies implemented by English teachers in teaching hearing impaired students is using flashcard. The flashcard can support the teachers in teaching English for hearing impaired students. This strategy can help the teachers in understanding the materials for hearing impaired students. Besides, this strategy can help hearing impaired students in memorizing the vocabulary that has been taught by the teachers. As mentioned by Grillo and Dieker (2013) using flashcard can support and help the students in teaching and learning language process. Related to the previous study, the benefits of using flashcard are the students feel comfortable in teaching and learning process. As the reason, using flashcard made the students enthusiastic because the flashcard has a lot of colors and it has so many pictures. Therefore, using flashcard becomes strategy implemented by teachers in

delivering the material about English as a foreign language for hearing impaired students.

Using a picture in storybook. The second strategies implemented by English teachers in hearing impaired students is using a picture in storybook. According to Birinci (2014) argued that the visual aids, especially in using a picture in storybook is one of the successful strategies in teaching and learning process because it can make the students feel happy with the whole pictures at the story. By using a picture in storybook can take the attention of hearing impaired students. As another experts by Mixon and Temu (2006) stated that the use of storybook in teaching is one of the good ways in the EFL classroom process. Besides, hearing impaired students can identify the new words that they know beforehand and the hearing impaired students also can remember what they already know.

Applying the crossword puzzles. In this strategy, the teachers applied the crossword puzzles in English teaching vocabulary. It means that hearing impaired students can learn English vocabulary easier in teaching English as a foreign language by applying the crossword puzzles. The hearing impaired students feel interesting by applying the crossword puzzle. Related the previous study, crossword puzzles can increase the vocabulary building (Njoroge, Ndung'u & Gathigia, 2013). Hence, applying the crossword puzzles are beneficial to examine hearing impaired students' learning in teaching English as a foreign language.

Implementing dictionary. The next strategies implemented by teachers in teaching English for hearing impaired students is implementing dictionary. It is line

by Trazek and Wang (2010) argued that dictionary can increase the reading comprehension for the students. In addition, the implementing dictionary can enhance students' vocabulary improvement. Supported by previous study, dictionary is used to help learning vocabulary and reading comprehension. Implementing dictionaries is beneficial as the students' reading improvement. It is because the dictionary show various kinds of meaning that complete (Beech, 2004). In this strategy, the teachers are combine the tools while reading activities so that the hearing impaired students can get a new vocabulary in teaching English as foreign language by implementing dictionary. Therefore, the hearing impaired students find a lot of new vocabulary along with definition on the dictionary.

Using visual aids. Teaching English as a foreign language for hearing impaired students are not easy. There are a lot of activities should be support by using media or tools. Based on this study, using visual aids are the strategies implemented by teachers in teaching as a foreign language for hearing impaired students. As the reason, visual aids can help the English teachers in teaching hearing impaired students. It is line by Saad, Telajan and Zamri (2014) stated that visual media has a positive impact for students in learning process especially for hearing impaired students. As been known, visual aids can help teachers to provide the materials in teaching and learning language process. As another reason, by using visual aids made the teachers more ease in teaching and learning English process for hearing impaired students. Related to the previous expert, by using visual aids, the students can

memorize the material that the teachers have provided (Agyem, Asare & Obusu, 2013).

Review of Related the Study

There are two reviews of related studies used by the researcher related to this study. The first study entitled Learning Strategies of Special Needs Students at Grade Seven in Learning English Language at School for Special Need SLB/B N 1 Kasihan, Bantul by Annisa Noor Bahar (2015). This study used a qualitative research approach to collect the information of this study because the researcher wanted to know the real phenomena by the participants. This study used an observation and interview as a data collection method of this study. The researcher used an observation as the data collection technique and an interview to support the result of observe. This study took place at SLB N 1 Kasihan, Bantul of Yogyakarta. The participants were one boy and three girls hearing impaired students. As the reason, the participants were able to give information on what strategies used by hearing impaired students in learning English language. The results of this study showed that the participants used a combination of strategies called as total communication method such as writing, reading, media and sign language in learning English language. The students of this study can improve their ability in order to learn English language at special school.

The second study was about Teachers Strategies to Teach English Vocabulary for Hearing Impaired Students by Yuliandari (2013). This study used a qualitative research approach to collect the information and case study because the researcher wanted to know the real phenomena on what teachers do when conducting the

research in real life. The researcher used an interview as the data collection technique to support the reason of the result of the study. This study took place at SLB N 1 Kasihan, Bantul of Yogyakarta. The participants were two English teachers. The results of this study showed that the teachers preferred using dictionary as the strategies in teaching English vocabulary for hearing-impaired students. Furthermore, the teachers also preferred to use games, pictures, matching task, and body movement to help the hearing-impaired students understand the material better.

From those previous studies above, it can be seen that those researchers have similarities with this study. Both researches use qualitative approach, and this research uses the interview as data collection technique. Besides, this study also attempts to use qualitative approach. However, the aspect which makes this study is different with the previous studies because the other studies only focus on one point about the challenges or strategies in English teaching among developmental disability students and hearing impaired students. Therefore, this research provides more information about the challenges and strategies faced by teachers among hearing impaired students as a whole parts of the study.

Conceptual Framework

An explanation of teaching English as a foreign language and special need learners mentions and discusses in the literature review. According to Richard and Schmidt (2010), a foreign language in a particular country uses English language as a media of instruction in school, and it is used as a media of communication in government. Abdallah (2017) argued that hearing impaired students include

challenges with physical and mental disabilities, learning difficulties, emotional disturbances, and communication problem. Also, hearing Impaired or deafness students are the students with a condition of the presence of functional damage from all of the instruments or auditory organs that cause deficiency or loss of hearing ability (Kosasih, 2012). This study focuses on the challenges along with the strategies faced by teachers to teach English as a foreign language among hearing impaired students.

Firstly, challenges faced by the English teachers in teaching hearing impaired students. Teaching English with hearing impaired students in special school (SLB) becomes one of the challenges which are considered in teaching English foreign language (Freeman, 2002). Besides, the teachers have to be more creative in developing the material in teaching English as a foreign language among hearing impaired students. Secondly, the strategies are implemented by English in teaching hearing impaired students. The main point in teaching English as a foreign language among hearing impaired students is the strategies in teaching and learning process. The teachers should be productive in teaching English about strategies which they use and trust their own minds. In addition, the teachers' knowledge and teachers' evaluation of their strategies in teaching English as a foreign language comes among hearing impaired students (Westwood, 2007). The following chart is to simplify the concept of the research.

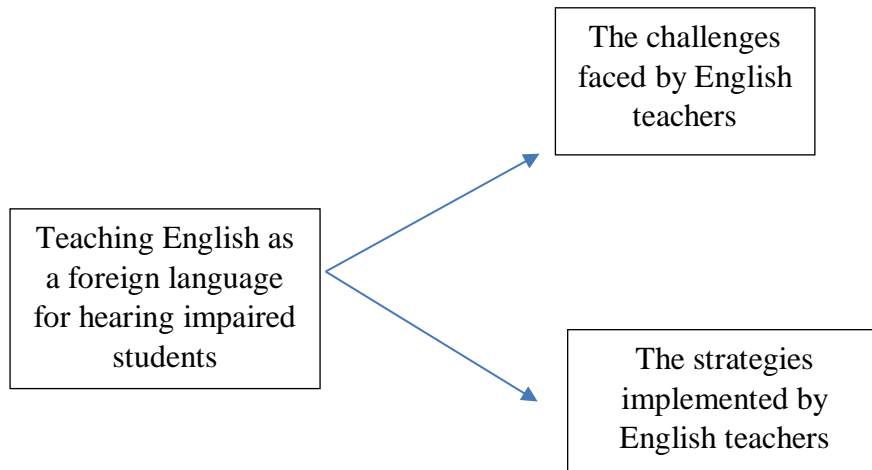


Figure 1. *Conceptual Framework*