

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

As English is the world language, English is learned by many people in almost all countries. So does Indonesian country, Indonesian government applied English teaching system in many schools and have included it in educational curriculum by aiming at preparing Indonesian generation from elementary schools up to universities to be skillful at practicing English and use it as instrument to communicate with foreigners or other people in other countries. Hence, although English is a foreign language in Indonesia, it becomes a compulsory subject for students starting from junior high school to university level, even for school for students with special needs (Sekolah Luar Biasa).

There are some significant skills to master English proficiency. They are: listening, speaking, reading, and writing, if somebody be able to master them altogether, he or she is considered as master of English. But it will be the contrast if they neglect of mastering grammar which is the important aspect of all skills. Communication may suffer if the rules of grammar are too carelessly violated.<sup>1</sup> Then, Grammar is indeed the whole of knowledge and everything about knowledge is

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman Press, 2001), 1.

included in “cognitive”, then, how could anyone understand language if he or she ignores what he or she known about cognition.<sup>2</sup>

Grammar discuss about tenses, sentences, clauses, preposition, gerund, and etc. All of aspects in grammar are very important to be studied, since Grammar is the central component of language<sup>3</sup> and according to the writer it is also important to be studied and mastered since it will be tested in every English examination which used to measure the understanding of English.

However, there are many students still did not improve in mastering four skills (listening, speaking, reading, and writing) well for mastering English proficiency, but for students with special needs (students with hearing impairment), they only have two skills; reading and writing.<sup>4</sup> The main problem is they unconsciously neglect of mastering grammar which is the important aspect of all English skills. Then, they get difficulties in practice all skills tests because they do not understand the structure of the context. According to Harmer, the exact reasons for the nearly total neglect of mastering grammar are difficult to access:

Some people felt that teaching grammar of the language did not necessarily help people to use the language. Just because, for example: somebody knew the verb to-be, it did not mean he / she would be able to use it to introduce themselves or others. ... Courses based on only teaching functions (at beginner or elementary level) run

---

<sup>2</sup> Richard Hudson, *An Introduction to Word Grammar*. (New York: Cambridge University Press, 2010), i

<sup>3</sup> Sidney Grennbaum and Gerald Nelson. *An Introduction to English Grammar*. (Britain: Pearson Education Limited ,2002), 1.

<sup>4</sup> The interview result with Miss machsunah, the English language teacher at SMPLB Ma’arif Lamongan on June, 07 2012.

into the problem that the students have to know the grammar to perform the functions, but grammar is often not being thought.<sup>5</sup>

After all, English grammar began to be voiced in the end of the sixteenth century, grammar gradually accepted and no longer neglected because the linguists saw the importance of grammar in English language, since grammar is the central component of language<sup>6</sup> and grammar teaching has a real and important place in the English language classroom.<sup>7</sup>

However, grammar teaching always has been one of the controversial subjects since the method and the material to adapt it.<sup>8</sup> Moreover, teaching grammar to hearing-impaired students is a bigger problem because syntactic structure of majority spoken languages is different from the structure of sign languages.<sup>9</sup> Since grammar is often difficult to learn, the teacher has to be able to guide and create an interesting way to teach grammar. The fact in the class, teachers usually use monotonous way to teach grammar, whereas the students need something interesting in teaching learning process. However, to be a professional teacher is not a simple one, moreover, becoming a teacher will always have worried of the issue of occupational identity, as it is bound up with her or his standing with the other professions which have

---

<sup>5</sup> Jeremy Harmer, *Teaching and Learning Grammar*. (New York: Longman Press, ), 4-5.

<sup>6</sup> Sidney Grennbaum and Gerald Nelson. *An Introduction to English Grammar*. ...1.

<sup>7</sup> Jeremy Harmer, *Teaching and Learning Grammar* .....7.

<sup>8</sup> Phrashant mitra, "Challenges and Problems in the Teaching of Grammar" *Language in India*, vol. 10, January 2010. 1

<sup>9</sup> Daniela Janáková, "HOW TO TEACH THE LANGUAGE Reflections of the International Seminar on Teaching English to Deaf and Hard-of-Hearing Students". *Czech Deafness Journal*. Vol. 3, September 2004.

problems.<sup>10</sup> The teacher should struggle to make students motivated and fun in studying English. Even though, it will take more time and effort since not only English is their first or second language but also hearing-impaired students are different from others.

English grammar for hearing students and hearing impairment students are little bit different. As The Disability Resource Centre states that British sign language has its own structure and syntax, and it is different from English.<sup>11</sup> For example:

***The woman has seen the man. (English version)***

**In Auslan (Australian Sign Language), the equivalent may be signed in the following way: *The woman finish see the man.*<sup>12</sup>**

Therefore, the writer tries to focus on grammar especially in tenses or structures.

The rights for all citizens even with disabilities, to gain everything for prospering their live especially through education, as National Association of the Deaf states that All citizens with disabilities have an equal opportunity to access vital community services, find employment, and lead productive lives,<sup>13</sup> arouses the researcher's curiosity and interest to do research and know deeply about education for students with hearing impairment, the need to study about English language which is

---

<sup>10</sup> Justin Dillon and Meg Maquire, *Becoming a Teacher: Issues in Secondary Education Fourth Edition*. (England: Mc Graw Hill Open University Press, 2011), 12.

<sup>11</sup> The disability Resource centre, *Teaching Deaf/ Hearing Impaired Students*. (Cambridge: University of Cambridge, Unknown year), 1.

<sup>12</sup> Trevor Johnson – Adam Schemeri, *Australian Sign Language, An Introduction to Sign Language Linguistics*. (United States of America: Cambridge University Press, 2007), 4.

<sup>13</sup> National Association of the Deaf, *Legal Rights; The Guide for Deaf and Hard of Hearing People*. (Canada: Gallaudet University Press, 2000), xi.

the world language which will be useful for their future life; the modern era in all aspects.

The significance of English grammar and its complexity arouses the researcher's curiosity and interest to do research and know deeply about English grammar especially grammar for students with hearing impairment taught in classroom, what the strategies of teaching English grammar are applied in the class, how the students respond the strategies of teaching English grammar applied by their teacher in the classroom, what the difficulties are encountered by the Teacher in teaching English grammar, and characteristics of English grammar for students with hearing impairment.

This research has conducted in SMPLB Ma'arif Lamongan. The reasons for choosing this school are: not all of schools for students with special needs conduct the teaching of English subject but this school is one of SLB conducting the teaching of English subject and included this subject as compulsory subject which is tested in UN. According to the interview with Tri Joko Mulyoto, the headmaster of SMPLB Ma'arif Lamongan, this school follows the government rules to conduct UN which has four subjects to be tested: Indonesian language, English language, mathematics, and science. But for SLB, the materials tested are different in composition: 60% academic questions and 40% skill questions. Then, the school is the only one junior high school for students with special needs in Lamongan which has the same foundation with SDLBN Mendalan Lamongan and SMALB Ma'arif Lamongan. But

the important thing in this research is the school is more accessible for the researcher than the other school.

The researcher chooses the second year students of junior high school at SMPLB Ma'arif Lamongan and also the English teacher as the subjects of the research. According to her, this is the right area to do the research because it related with the level of studying a lesson, especially English language. In the second year, the students are not blank at all about sign language or lip reading, they gets further material such grammar. At this situation, there are some students feel shock or confuse with the grammar of English since they did not get English grammar material from the first year. For this situation, both teacher and student faced the problem.

Then, for some previous studies they are:

1. Berent, et. al. s' research shows that second-language learners in abroad success in improving English grammar through *Focus-on-Form Instructional Methods*.<sup>14</sup> This strengthens the theory about precise strategy in teaching English grammar, according to the students' condition; influence the success of students' achievement in learning English grammar.
2. Cannon, et. al. s' research shows that deaf student who used American Sign Language in Columbia found the advantages of using computer software

---

<sup>14</sup> Gerald P. Berent, et.al, "Focus-on-Form Instructional Methods Promote Deaf College Students' Improvement in English Grammar." *Journal of Deaf Studies and Deaf Education*, v12 n1 p8-24 2007, December 04, 2012.  
[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_&ERICExtSearch\\_SearchValue\\_0=EJ747671&ERICExtSearch\\_SearchType\\_0=no&accno=EJ747671](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ747671&ERICExtSearch_SearchType_0=no&accno=EJ747671)

grammar instruction program in improving their grammar.<sup>15</sup> This also reflects that significant strategy in teaching and learning grammar which used 'Individualized Software Program' influence the success of students' achievement in learning English grammar.

3. Marita Laili Rahman's research shows the advantages of in using Photos as Media to improve the deaf Students' Ability in Writing English Vocabularies at SMPLB Negeri Gedangan Sidoarjo.<sup>16</sup>

The above researches show a correlation and the effect of teaching strategies to the students' achievement in learning English grammar. Those researches, however, have not yet touched upon issues on specific strategies used by the Indonesia SLB (School for student with special ability) teachers in teaching English grammar especially at SMPLB Ma'arif Lamongan which become the focus of the proposed research.

Considering the above conditions, it is very important to do the research since there needs to be ways taken to develop vary and effective strategies of teaching grammar in order to help the students, especially students with special ability (hearing- impaired students) develop and improve their English grammar knowledge.

---

<sup>15</sup> Joanna E. Cannon, et.al, "Improving DHH Students' Grammar through an Individualized Software Program.", December 04, 2012, <http://jdsde.oxfordjournals.org/content/16/4/437.abstract>

<sup>16</sup> Marita Laili Rahman, S-1 Thesis: "*Photos as Media to improve the deaf Students' Ability in Writing English Vocabularies at SMPLB Negeri Gedangan Sidoarjo.*" (Surabaya: IAIN Sunan Ampel Surabaya, 2010), vi.

## **B. Research Problems**

The problems are to be discussed in this research as follow:

1. What are the strategies of teaching English grammar applied by the teacher to second year students of SMPLB Ma'arif Lamongan?
2. What are the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment?
3. How do the second year students of SMPLB Ma'arif Lamongan respond the teaching strategies of English grammar applied by the teacher?
4. Are all the strategies applied effectively by the teacher?

## **C. Objectives of the Study**

In line with the statement of the problems, the aims of this study are:

1. To investigate the strategies of teaching English grammar applied by the teacher to the second year students of SMPLB Ma'arif Lamongan.
2. To investigate the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment.
3. To investigate how the second year students of SMPLB Ma'arif Lamongan's responded the teaching strategies of English grammar applied by the teacher.
4. To investigate the effectiveness of all teaching strategies applied by the teacher.



#### **D. Significance of the study**

The study has two major benefits they are:

1. Theoretical benefit

The writer hopes that the result of the research will enrich the theory of teaching English grammar for the students with hearing impairment. For the future researchers, this study can be useful to provide a scientific reference on the applied process of teaching English grammar at SLB.

2. Practical benefit

The writer hopes that the result of the research be useful for the teachers, especially those who teach English in SLB with hearing impairment and also the readers. So they will understand how to teach English grammar for the students with hearing impairment effectively.

#### **E. Scope and Limit of the Study**

The researcher does an experimental research on the scope and limitation below;

1. This research was implemented to the second year students of SMPLB Ma'arif Lamongan in English language subject.
2. The researcher chooses and emphasizes more on English grammar than the other aspects of English because its complexity.
3. The researcher is going to know further and investigate about strategies of teaching English grammar for students with hearing impairment which are

applied by the teacher in the second year students of SMPLB Ma'arif Lamongan.

#### **F. Definition of Key terms**

The researcher attaches some definition of key terms to help the readers to understand of some terms used in this study, and also to avoid misunderstanding of it. They are:

**Teaching English or English language teaching** is clearly part of the professionalism of a teacher of English to foreigners to be aware of the context in which he is working and of how his teaching fits into the scheme of things.<sup>17</sup> Then teaching English in this research is not common since the students have hearing impairment. So, teaching English to students with hearing impairment has to be set according to their needs and condition. Then in this study the process of teaching English which implemented by the teacher of second year students at SMPLB Ma'arif Lamongan will be observed by the researcher.

Then **strategies of teaching English grammar** are specific methods which used by the teacher for teaching English grammar to their students to obtain the purpose approximately. If those are applied to the **hearing impaired students**, the teacher should consider about their students' condition since they have complete or partial loss of the ability to hear from one or both ears. The level of impairment can

---

<sup>17</sup> Geoffrey Broughton, et. all. *Teaching English as a Foreign Language*. (Canada: Roulette, 1980). 12.

be mild, moderate, severe or profound.<sup>18</sup> Then, the second year students of SMPLB Ma'arif Lamongan have 'moderate level' in their hearing impairment but they did not use hearing aid because of economical reason. After all, the entire of teacher's strategies of teaching English grammar to second year students at SMPLB Ma'arif Lamongan will be observed by the researcher.

### **G. Research Report Writing Organization**

The research report writing is organized based on the logical chapter as like as the thesis report. The first chapter focuses on the background of the research that consists of background, statement of the problem, the objective of the study, scope limitation, and definition of key term. The next chapter is confronted with the review of the related literature in order to distinguish this research with other research.

The third chapter consists of methodology of the research, the forth chapter focus on the description and analyses of the data and research result, the fifth chapter or the end of the chapter is dealing with conclusion and advise. Bibliography and appendix have provided systematically as the last data of the thesis.

---

<sup>18</sup> Anna Middleton, *Working with Deaf People-a Handbook for Healthcare Professionals*. (Cambridge: Cambridge University Press, 2010), xxii & 1.