

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some theories and related studies. In that orders, the topic will be described below:

Review of some theories

This sub-chapter presents: Education for Students with Hearing Impairment and Teaching English. In that orders, the topic will be described below:

A. Education for Students with Hearing Impairment

In Indonesia, education for deaf children begins in 1930 at London, which is an educational institution 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 deaf children is also established at Wonoso by the Charity brocdor which cooperate with the school for deaf children in the Netherlands.

In the following stage, in the aftermath of independence, the development of education and schools schools for deaf children are more scattered at various areas, especially after the opening of the teacher school for children with disabilities (SGPLB) at Bandung in 1952. This development is no longer related to the number of schools but related to the well done education program.¹

¹ Suparno, *Pendidikan anak tunarungu pendekatan ortodidaktif*. (Yogyakarta: Universitas Negeri Yogyakarta press, 2001). 7.

1. School for Students with Special Needs (SLB)

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 pupils with disability/disorder. 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.²

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 impaired.³

From definitions above, 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 anomaly.

In Indonesia, the unit of education for students with special needs or special ability is nearly same with proper education as uttered in UU RI no. 2 1989. They have: kindergarten for students with special needs (TKLB), at least 1 to 3 years studying time, primary school for students with special needs (SDLB) with studying time at least 6 years, junior high school for students with special

² Michael Farrel, *Foundations of Special Education*. (West Sussex: Wiley-Blackwell publishing, 2009). 1.

³ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak tunarungu*. (Departemen Pendidikan dan Kebudayaan, 1996). 1.

needs (SMPLB) with studying time at least 3 years, and senior high school for students with special needs (SMALB), at least 3 years studying time.⁴

2. The Service and Implementation of School for Students with Special Needs (Sekolah Luar Biasa)

a. Special Education in Segregation Form

i. Definition

Educational system in segregation form is educational system which is separated from educational system of ordinary students. It is organized in special way and parted with ordinary educational system. For example: students with hearing impairment gain education service in special education department such as at SLB /B.

ii. The Benefit

Educational system in segregation form has benefits as below:

- a) Students with special needs feel calm and peace since they are in the same environment with their homogeneity.
- b) Easy to communicate with their friend using sign language.
- c) They get educational service with specific method according their condition and ability, so they accept it easily.
- d) They educated by teachers who have special education degree.
- e) Easy to cooperate with specialist, psychologist, audiologist etc.

⁴ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 67.

f) They get specific equipment for supporting the process of their education.

iii. The weakness

a) The socialization of Students with special needs limited around their environment, especially for them who live in special dormitory. They can not to see the living of ordinary students, studying system, playing system, and etc.

b) This form is usually cost expensive.⁵

iv. Educational System of Segregation Form

Educational system of segregation form or the service of education through special school, now developed according to UU RI no.2 1989, which the implementation form arranged through Government Regulation (PP) NO.72 1991 confirm about the unit of special education, consist of:

a) Kindergarten for students with special needs (TKLB), at least 1 to 3 years studying time.

b) Primary school for students with special needs (SDLB) with studying time at least 6 years.

c) Junior high school for students with special needs (SMPLB) with studying time at least 3 years.

d) Senior high school for students with special needs (SMALB), at least 3 years studying time.⁶

⁵ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 59-60.

b. Special Education in Integration Form

i. Definition

Special education in integration or integrated form is education system which gives a chance for students with special needs to study together with ordinary students. In full or part integrated system, amount of students with special needs which may consist of the same anomaly are maximally 10% from the entire students in the class. This is for helping the teacher in order to manage the class easily.

For helping the difficulty learning of students with special needs, there is special consultant teacher. Special consultant teacher will help the teacher class, principal, or the special student itself to solve educational problems.

ii. Purpose

Special education in integration or integrated form supposes to give education which possible students with special needs get a chance following the education process together ordinary student for self blooming optimally.

iii. Benefit

For students with special needs:

- a) Feel that they the same right with ordinary students, especially in gaining formal education.

⁶ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 67.

- b) They can develop their talent, interest and competence optimally.
- c) They can adapt in any situation especially with ordinary people.
- d) Have a chance for continuing the study to further level.
- e) Since have the same rights and service with the ordinary, their pride increase.
- f) Motivated to study since they have to compete with ordinary students.
- g) Develop communication competence in oral or aural.
- h) Feel confident.

For the parents of students with special needs:

- a) They feel proud, and their pride increase since their children can integrate or study together with ordinary students in ordinary school.
- b) They feel much helped in developing their child's competence, talent, and interest for being independent people.

For the ordinary students:

- a) They can be more motivated to increase their achievement.
- b) Develop their solidarity.

iv. Weakness

- a) Students with special needs have to study hard since get the material through ordinary ways.
- b) Teacher's work will be more.
- c) For ordinary student's parent feel worry that their children will get less attention from the teacher.

v. Requirements

These are the requirements for Students with special needs before entering Special education in integration or integrated form:

- a) Have intelligence or IQ more than 100.
- b) Able to adapt with ordinary environment and have high studying motivation.
- c) Able to communicate in receptive and expressive way.
- d) Have good achievement or score for who has special education before.
- e) Have big support from their family.

vi. Educational System of Integrated forms

According to Hallahan, these are the forms of Special education in integration or integrated form:

- a) Regular classroom only or full integrated form

Students with special need study in regular classroom with ordinary students using regular curriculum. They do not need special education service or consultant teacher. They get the lesson, approach and intimation as like as ordinary students.

- b) Regular classroom with consultant teacher

Students with special need study in regular classroom with ordinary students. The implementation of this integrated helped by consultant teacher. Consultant teacher work on understanding and solve Students with special need' problem, he or she will suggest to regular classroom

teacher about the appropriate approach in teaching Students with special need.

c) Regular classroom with itinerant teacher

In regular classroom students with special need study together ordinary students with the aid of itinerant teacher. Itinerant teacher can be the consultant teacher, speech therapist, psychologist etc, which will visit the class to help the teacher in the class, give the education service to Students with special need.

d) Regular classroom with resource room

Students with special need study in regular classroom with resource aid. Resource room is a specific room prepared with facilities to solve the problems of students with special need which study in regular classroom.

e) Part-time special class

Special class is a class in regular school used specially by students with special need. They study in this class with consultant teacher using the approach as like as in school for students with special need (SLB). But for specific activity, they can follow regular classroom with ordinary students.

f) Self contained special class

In this form students with special need study full in special class with consultant teacher using the approach as like as in school for students

with special need (SLB). But for specific activities as like: sport, ceremony, celebrations, and vacation, students with special need can to join with ordinary students.⁷

c. Classification of School for Students with Special Needs

In Indonesia, there are six kinds of school for students with special needs (Sekolah Luar Biasa):

- i. **SLB / A** is school especially designed for students with blindness.
- ii. **SLB / B** is school especially designed for students with hearing impairments.
- iii. **SLB / C** is school especially designed for students with mental retardation.
- iv. **SLB / D** is school especially designed for students with orthopedic impairment.
- v. **SLB / E** is school especially designed for students with unsociable.
- vi. **SLB / F** is school especially designed for students with supernormal ability, for example: gifted, genius, and superior. But this school still has not been able to apply in Indonesia.⁸

d. The Aim of Education for Students with Special Needs

In Indonesia, the aims of education of students with special needs are:

⁷ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 68-76.

⁸ Sutratinah T, *Sejarah Penelitian dan Perkembangan Pendidikan Khusus untuk Anak Supernormal*. (Cakrawala Pendidikan No. 12 Volume: III 1984). 149.

- i. Children become citizen which obedient to Pancasila and to the great unity God.
- ii. Children have healthy physical and spiritual.
- iii. Children consider their ability, consider and accept their condition positively and always struggle to improve it.
- iv. Children gain knowledge and live skill: able to communicate, understand and respect other opinion, interpret the live phenomenons which always change.
- v. Children gain knowledge and skill for future live: have responsibility for their selves and the environment, and able to look for means of livelihood.
- vi. Children able to help their selves, build their safe and happy feels to their family and environment.
- vii. Children grow with good and glorious character, and consider their responsibility to family, environment and government.⁹

3. Teaching Students with Hearing Impairment

In the past decades, people assumptive that children with hearing impairment especially for whom get it from the birth or before able to speak, have not ability in everything. This is irresponsible assumption, since the basic of children with

⁹ S.A. Bratanata and Katamso, *Pendidikan Anak-Anak Terbelakang*. (Jakarta: Departemen Pendidikan dan kebudayaan, 1977). 11-12.

hearing impairment have potential which can be developed through education system.¹⁰

Generally, intelligence of children with hearing impairment potentially is same with the ordinary children. But functionally, the growth of it is influenced by their language competence, limited information, and their abstract energy. Their hearing impairment obstruct the process of enriching knowledge. Their cognition growth is much influenced by their language development, so obstacle in language will obstruct their intelligence.

Low intelligence of children with hearing impairment is not originated from their intelligence obstacle, yet their intelligence has not a chance to growth. Giving arranged guidance and education especially in language competence will help their intelligence development.¹¹ So, teaching students with hearing impairment will enhance their development of cognition, academic achievement, and social competence.¹²

4. Characteristics of Students with Hearing Impairment

a. Characteristic of Intelligence

Basically the intelligence of children with hearing impairment is same with the hearing children. They have high, average, and low intelligence.

¹⁰ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak*59.

¹¹ Sutjihati Somantri, *Psikologi Anak Luar Biasa*. (Bandung: Refika Aditama, 2006). 97.

¹² Conny R. Semiawan & Frieda Mangunsong, *Keluarbiasaan Ganda*. (Jakarta: Prenada Media Group, 2010). 95.

They have lower intelligence in verbal lesson. But for non verbal lesson, they have equivalent intelligence with the hearing children.

b. 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.

Speech and language development on children with hearing impairment will not experience any obstacle until 'meraban' phase since 'meraban' is nature activity of breathing and vocal ribbon. But after this phase, Speech and language development on children with hearing impairment stop. 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.

c. 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:

- i. Have egocentrism more than ordinary children.
- ii. Have scared feeling of larger environment.
- iii. Dependence to other people.
- iv. Their attention will be more difficult shifted.

- v. Generally they have smooth character, simple and have not many problems.
- vi. Easier to be angry and offended.¹³

5. Factors to Be Considered When Teaching Students with Hearing Impairment

The success of educating children is extremely affected by the teacher's competence and attempt in educating them. Teacher who educating students with special needs even has not have the degree of special education, they must understand their students' characteristic and competence in studying, especially students with special needs.¹⁴

It was important to consider about the education of students with hearing impairment from perspective of *what we know* rather than *what we want*.¹⁵

These are some factors to be considered by teacher when teaching students with hearing impairment:

- a. Give spirit to children for studying lip reading.
- b. Teacher has to talk with them using clear and simple sentences.
- c. The students have to be settled down near teacher's table in order they can read teacher's speech (speech reading).
- d. In speech, teacher has to give it naturally without redundantly hand, shoulder, and lip movement.

¹³ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 34-39.

¹⁴ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak* 77.

¹⁵ Marc Marschark, Harry G. Lang, and John A. Albertini, *Educating Deaf Students: From Research to Practice*. (USA: Oxford University Press, 2002), i

- e. Give them chances for following group activities, in order they can be more active in communication. (especially in integrated classroom)¹⁶
- f. Invite their parents to observe their children' involvement in studying, since parents have responsibility to support their children' live needs especially education needs through many ways such as give them hearing aid and put them in great school according to their special needs, to educate them, and to advocate them.¹⁷

B. Teaching English

1. Teaching English as Foreign Language

The increased learning and teaching of English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of English as Foreign Language.¹⁸ English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life. And English as a second language is the language of the mass media: newspapers, radio, and television are largely English media. Then, the difference of them is learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.¹⁹

¹⁶ S.A. Bratanata and Katamso, *Pendidikan Anak-Anak Terbelakang*.... 115.

¹⁷ Anneke Sumampouw and Setiasih, *Profil Kebutuhan Remaja Tunarungu*. Anima, Indonesian Psychological Journal 2003, Vol. 18, No. 4, 383.

¹⁸ Geoffrey Broughton, et. all, *Teaching English as a Foreign Language*. (Canada: Roulete, 1980). vii.

¹⁹ Geoffrey Broughton, et. all, *Teaching English* 4-7.

Then, even English as foreign language, it is the international language or lingua franca which is used between two people with different origins to communicate in purpose of everything such as business, education etc. So almost all of countries in the world study it, does Indonesia country.

2. Teaching English to Students with Hearing Impairment

English is one of compulsory subjects which are taught in junior high school, senior high school, and in all departments of university even in school for students with special needs (SLB), but not all special education or (SLB) include English as compulsory subject. Hence, the Indonesian government always makes effort to improve the quality of society especially adult generation through many ways; capability in English, in order to be able to confront the competition in globalization era. Since English is important thing, the teacher should have an interesting technique in teaching English language. The teacher should be able to apply various techniques in presenting the material to students, in order to make the students interested in English and mastered the material.

But teaching English is not as simple as getting students to stand up or sit down. The teacher should struggle to make students motivated and fun in studying English. Even though it will take more time and effort since English is not their first or second language. Moreover, teaching English to students with different ability in hearing impairment, will take extra efforts. Because they cannot hear, so the teachers have to deliver the material using sign language,

note, etc. Students with hearing impairment can understand what other people say with: hearing aids, sign language, lip reading, note, and etc. Hence, before teaching them, the teachers have to know what students used for hearing aids.

For teaching English to students with hearing impairment, the teacher has to consider and adapt the material with the characteristics of students with hearing impairment.²⁰

3. Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentences are formed.²¹

Grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence.²²

a. Types or Grammar Issues

According to Harmer, these are a number of 'grammar' issues:

i. Sentence constructions

One way of describing different kinds of sentences is to use the terms subject, object, verb, complement and adverbial.

²⁰ Permanarian Somad and Tati Hernawati, *Ortopedagogik anak*74.

²¹ Scott Thornbury. *How to Teach English Grammar*. (England: Pearson Education Limited, 1999). 1.

²² Jeremy Harmer, *Teaching and Learning Grammar*. (New York: Longman Press,), 1.

ii. Parts of speech

The parts of speech which teachers must be able to recognize are: noun (noun phrase), pronoun, adjective, verb, adverb (adverbial phrase), preposition (prepositional phrase), determiner, and conjunction.

iii. Noun types

They are: countable and uncountable noun, plural nouns with singular verb, collective noun, compound noun, and noun phrase.

iv. Verb types

They are: auxiliary verb, main verb, phrasal verb, regular and irregular verb, active and passive, and verb complementation.

v. Verb forms or tenses

The forms of verbs (tenses or structure) are as below:

- a) Present: simple, continuous, perfect, perfect continuous.
- b) Past: simple, continuous, perfect, perfect continuous.
- c) Future: simple, continuous, perfect, perfect continuous.
- d) Past future: simple, continuous, perfect, perfect continuous.

vi. Pronouns

There are three basic types of pronoun: personal pronoun (I, you, they, we, she, he, it, which in *subject* realization and can be *object* pronoun, reflexive pronoun, and *possessive* pronoun), reflexive (personal) pronoun, and relative pronoun (who, whose, where, which, and that).

vii. Adjectives

They have the base form (adjective), comparative and superlative.

viii. Adverbs

Adverbs and adverbial phrases can be of time, manner, and place.

ix. Prepositions

They are: at, in, on, for, of, with etc.

x. Articles

They consist of: determiners (this, that, these, those, some, all of), definite article (the), indefinite article (a, an).

xi. Conjunctions and conditionals

Conjunctions join two clauses, they are *and, so, but, because* etc.

Conditional talking about the *present* in real and hypothetical, the *future* in real and hypothetical, and the *past* in real and hypothetical.

xii. Forms and meanings

They usually in: *one form with many meanings* and *one meaning with many forms*.

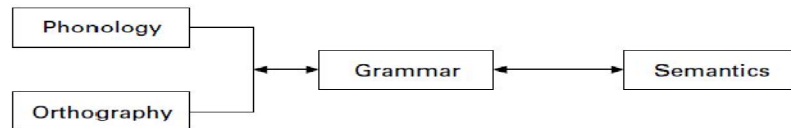
xiii. Language functions

Those such as: inviting, apologizing, agreeing, giving, advice, asking for information etc.

- xiv. Word together: collocation is two words which usually go together such as ‘complete disaster’.²³

b. The Importance of Grammar

Linguistic communications are channelled mainly through our senses of sound and sight. Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other.



24

From the explanation above, the position of grammar in linguistic is very important since grammar is the central component of language.

The role of teaching and learning grammar is a crucial component of ESOL (English to Speakers of Other Language) since grammatical competence constitutes a very important part of a speaker's ability to communicate and teachers who possess a solid command of grammar are better prepared to meet their students' learning needs than those who do not.²⁵

²³ Jeremy Harmer, *How to Teach English*. (England: Wesley Longman Limited, 1998). 35-48.

²⁴ Sidney Grennbaum and Gerald Nelson. *An Introduction of English Grammar*. (Britain: Pearson Education Limited ,2002), 1-2.

²⁵ Dilin Liu and Peter Master, *Grammar Teaching in Teacher Education*. (Virginia: Teachers of English to Speakers of Other Language, Inc, 2003). 1.

c. Grammar Acquisition

All children seem to acquire language without being taught it. It appears that they hear lots of language and in a subconscious way, without thinking about it; they gradually pick it up until they can use their native language efficiently. People who go and live in another country and pick up the language without actually going to language classes, presumably they acquire their ability to use the language in the same way, to some extent. Maybe, then, we do not need to teach language at all.

Thus means that teachers' job was simply to provide their students with the right kind of language exposure. Most teachers are convinced by the need for students to acquire language, but they also realize that students who came to language classes are in different situation from children who acquire their first language, or from adults acquiring the language while actually living in a community which speaks the language. Most classroom students are in hurry; they do not have time to acquire the language gradually. So while the teachers may organize activities and material to help the students acquire the language, the teachers will also teach them language, so that students will learn it consciously.²⁶

d. Teaching Grammar

Teaching grammar is teachers' activity to help the students develop a sound knowledge of the rules of the language.²⁷

²⁶ Jeremy Harmer, *Teaching and Learning Grammar*.....6.

²⁷ Dilin Liu and Peter Master, *Grammar Teaching*..... .2.

i. The aims of Teaching Grammar

As language educators well understand, teaching grammar is not and should not be a goal in itself but a means to help students to learn a language. It is thus not an enterprise unto itself but one rooted in linguistics, language teaching, and education in general.²⁸

By teaching grammar, teacher also teaches students to understand the purpose or the function of what are said or written. For example:

FATHER: Do you drink?

YOUNG MAN: No, thanks, I'm cool.

FATHER; I'm not offering, I'm asking IF you drink, Do you think I'd offer alcohol to teenage drivers taking my daughter out?²⁹

ii. Kinds of Teaching Grammar

These are two kinds of teaching grammar:

Covert grammar teaching is where grammatical facts are hidden from the students-even though they are learning the language. In other words, the student may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or to the text not to the grammar. With covert grammar, teachers help the students to acquire and/or to practice the language, but they do not draw conscious attention to any of grammatical facts of the language.

²⁸ Dilin Liu and Peter Master, *Grammar Teaching*..... .3.

²⁹ Scott Thornbury, *How to Teach English Grammar*. (England: Pearson Education Limited, 1999). 6.

As Thornbury stated that it can be called **an inductive approach** which starts with some examples from which the rule is inferred.³⁰

Overt grammar teaching is the teacher actually provides the students with grammatical rules and explanation. With overt grammar teacher is explicit and open about the grammar language.³¹ As Thornbury stated that it can be called **a deductive approach** starts with the presentation of a rule and is followed by examples which the rule is applied.³²

iii. The technique of Teaching Grammar

According to Thornbury, the methods of teaching grammar are:

Grammar-Translation, as its name suggests, took grammar as the starting point for instruction, Grammar translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue.

The Direct Method, which emerged in the mid- to late-nineteenth century', challenged the way that Grammar-Translation focussed exclusively on the written language, By claiming to be a 'natural' method, the Direct Method prioritised oral skills, and, while following a syllabus of grammar structure's, rejected explicit grammar teaching. The learners, it was supposed,

³⁰ Scott Thornbury, *How to Teach English Grammar...* p.29

³¹ Jeremy Harmer, *Teaching and Learning Grammar*. (New York: Longman Press,), 3-4.

³² Scott Thornbury, *How to Teach English Grammar...* p.29

picked up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language.

Audiolingualism, a largely North American invention, stayed faithful to the Direct method belief in the primacy of speech, but was even more strict in its rejection of grammar teaching. Audiolingualism derived its theoretical base from behaviourist psychology, which considered language simply a form of behaviour, to be learned through the formation of correct habits. Habit formation was a process in which the application of rules played no part. The Audiolingual syllabus consisted of a graded list of sentence patterns, which, although not necessarily labelled as such, were grammatical in origin. These patterns formed the basis of pattern-practice drills, the distinguishing feature of Audiolingual classroom practice.

Noam Chomsky's claim, in the late 1950s, that language ability is not habituated behaviour but an innate human capacity, prompted a move away from drill-and-repeat type teaching. The view that we are equipped at birth for language acquisition led, as we saw on page 19, to Krashen's belief that instruction unnecessary. His Natural Approach does away with both a grammatical syllabus and explicit rule-giving. Instead, learners are exposed to large doses of comprehensible input. Innate processes convert this input into output, in time. Like the Direct Method, the Natural Approach attempts to replicate the condition of first language acquisition. Grammar, according to this scenario is relevant.

The development, in the 1970s, of **Communicative Language Teaching (CLT)** was motivated by developments in the new science of sociolinguistics, and the belief that communicative competence consists of more than simply the knowledge of the rules of grammar. Nevertheless, CLT, in its shallow-end version at least, did not reject grammar teaching out of hand. In fact, grammar was still the main component of the syllabus of CLT courses, even if it was dressed up in functional labels: *asking the -way, talking about yourself, making future plans* etc. Explicit attention to grammar rules was not incompatible with communicative practice, either. Chomsky, after all, had claimed that language was rule governed, and this seemed to suggest to theorists that explicit rule-giving may have a place after all. This belief was around at about the time that CLT was being developed, and was readily absorbed into it. Grammar rules reappeared in course books, and grammar teaching re-emerged in classrooms, often, it must be said, at the expense of communicative practice. Deep-end CLT, on the other hand, rejected both syllabuses and grammar instruction.

Finally, even in methods where rules are made explicit, there may be a different emphasis with regard to the way the learner arrives at these rules. In some approaches, such as Grammar-Translation, the rules are simply presented to the learner, who then goes on to apply them through the study and manipulation of examples (a deductive approach). Other approaches, including the shallow-end form of the communication approach, often require

the learners first to study examples and work the rules out for themselves (an inductive approach).³³

Moreover, another techniques of teaching grammar are created by Harmer in Suhardi, and there are three well known techniques in teaching grammar:

i. EGRA (explanation-generalization-reinforcement-application)

It is usually used in teaching the structure which has never been taught.

Example: teacher asks the students to make sentence by using formula.

ii. PGR (practice-generalization-reinforcement)

It is usually used in teaching the structure which has been taught.

Example: teacher asks the students to do exercise that related to the lessons.

iii. TPR (total-physical-respond)

It is usually used if we teach pronunciation, example: teacher asks the students to write and spell the alphabets. In teaching grammar, drilling is also the technique of it. Drilling is a technique that has been used in foreign language classrooms for many years. Drilling means that a listening model that is provided by the teacher or a tape or another students and repeating what is heard. Many teachers still use a repetition drill, because it is a technique for introducing new language items to their students. By the procedure, the learners can study English grammar

³³ Scott Thornbury, *How to Teach English Grammar*.... 21-22.

inductively, because they do not memorize the grammatical rules before they study.³⁴

e. Teaching English Grammar to Students with Hearing Impairment Students

According to Daniela 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. Here are few practical strategies of Ms. Fleming that really works for her students which have to be considered by all English language teachers who teach students with hearing impairment³⁵:

- i. The perception of the Deaf is based on vision, that is why the teacher should concentrate the teaching on visualization.
- ii. Teaching grammar is a bigger problem because syntactic structure of majority spoken languages is different from the structure of sign languages (topic-comment structure: the main topic of speech and its commentary).
- iii. When communicating with hearing impaired students use meaningful complex phrases (grammar structure of the sentence need not be complicated), vocabulary should not be too difficult. Note that your

³⁴ Suhardi, S-1 Thesis: *"The Implementation of Teaching Grammar at MAN Sumenep"* (Surabaya: IAIN Sunan Ampel Surabaya, 2009), 22-23.

³⁵ Daniela Janáková, "HOW TO TEACH THE LANGUAGE Reflections of the International Seminar on Teaching English to Deaf and Hard-of-Hearing Students". P.2-3 Czech Deafness Journal. Vol. 3, September 2004.

students are able to communicate in Sign language on a quite high level of proficiency.

- iv. Mark all the English sentence constituents with their labels: subject, predicate, object, adverb, etc.; and also individual parts of speech: noun, verb, adjective, etc. = *labelling* because all the students wish to have the language “labelled”.

a) Strategies of Teaching English Grammar to Students with Hearing Impairment

Strategy of teaching and learning is a teaching and learning activity which has to do by the teacher and the students in order to make this activity effective and efficient. Based on the manner of perform and manage strategy of teaching and learning, it has two kinds, they are: *deductive strategy* and *inductive strategy*.³⁶

And other strategies of teaching English grammar to students with hearing impairment are: Deductive, inductive, heuristic, expository, classical, grouping, individual, cooperative, and behavior modification.³⁷

³⁶ <http://blog.elearning.unesa.ac.id/m-saikhul-arif/tugas-makalah-1-pengertian-strategi-metode-teknik-dan-taktik> accessed on 06-25-12 at 06.15pm

³⁷ <http://blog.elearning.unesa.ac.id/nadliroh/strategi-pembelajaran-bagi-abk> accessed on 06-25-12 at 06.15pm

b) Difficulties of Teaching English Grammar to Students with Hearing Impairment

Before going further to discuss about the topic above, it would be better to discuss about the problems of teaching English grammar at Under-Graduate level, they are:

- i) Little understanding of the aims of teaching English; which should be to concentrate on the fundamental skills of the language ability of the students namely listening, speaking, reading and writing.
- ii) Dearth of competent Teachers: The teacher of English is incompetent to realize the need for and significance of English in the new perspective.
- iii) Defective textbooks and curriculum.
- iv) Faulty Examination system.
- v) Wrong Methods of Teaching.
- vi) Insufficient provision of audio-visual aids; Many teachers are unable to teach English effectively because they face a lot of problems due to the lack of Teaching-Aids.
- vii) Shortage of time.
- viii) Unsatisfactory supervision.
- ix) Crowded classes.
- x) Inability of the Teacher to solve the Students Problems.
- xi) Socio-psychological problems: Lack of Motivation and Lack of Communicative Need.

- xii) Inability of the Teacher to understand the difference between the teaching of literature and the teaching of language skills.
- xiii) Lack of creativity in students: Students are generally to a great extent handicapped in the power of self expression.
- xiv) Laid back attitude of both the teacher and the student.
- xv) Problem of correlation of English with other subjects and life.
- xvi) Teacher's and student's Regional Dialect affecting proper pronunciation.
- xvii) Mother-tongue interference.
- xviii) Culture related difficulties.
- xix) Problem of concretizing the abstract idea.
- xx) Teacher's failure in arousing emotions in students.
- xxi) Difference in English: English is pronounced in a very different way from almost all other languages of the world.³⁸

The other teachers' problems in teaching grammar are described below:

A grammar teacher faces confusion in decide whether he should follow the old prescription approach or descriptive approach of the structural linguist; whether he should aim at the achievement of grammatical competence or communicative competence of the teacher; whether he should concentrate on the parts of sentences by parsing them or on the utterances of

³⁸ Chirivella Radhika Hanumantharao. "Teaching English Language: Problems and Remedies". Vol - I , ISSUE - IV May 2011. Thane: Dnyanasadhana College. 4-5.

the speakers; whether a teacher should concentrate in his pedagogy on the teaching of the rules or the correct rules of language. The teacher also gets problem in selecting the material for teaching forms and structures.³⁹

Further, difficulties in teaching grammar to the students with hearing impairment is occurred when the teacher teaches in traditional school environment since it would be difficult for a deaf person to navigate without the aid of interpreters.⁴⁰

Review of Related Studies

In this section, the researcher provides the review of some related studies which are related to this study:

- A. Berent, et. al. s' research investigates the effectiveness of using *Focus-on-Form Instructional Methods* to promote Deaf College Students' Improvement in English Grammar. Then the findings of this study support the efficacy of visually presented focus-on-form methods in teaching English grammar to deaf college students. In other word, this research shows that second-language *Form Instructional Methods*.⁴¹ This study strengthens the theory about precise strategy in teaching English grammar, according to the students'

³⁹ Phrashant mitra, "Challenges and Problems in the Teaching of Grammar" Language in India, vol. 10. January 2010. 1&3.

⁴⁰ Luanne Kelchner, e-how contributor. An article about "Issues that Deaf People Face" from http://www.ehow.com/list_6023189_issues-deaf-people-face.html accessed on July, 22 2012 at 07am.

⁴¹ 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, (http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ747671&ERICExtSearch_SearchType_0=no&accno=EJ747671, accessed on December 04, 2011).

condition; influence the success of students' achievement in learning English grammar.

- B. Cannon, et. al. s' research investigates the effectiveness of using *computer software grammar instruction program* in improving the grammar of students who use American Sign Language in Columbia. This study shows that deaf student who use American Sign Language in Columbia found the advantages of using computer software grammar instruction program in improving their grammar.⁴² 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.
- C. Marita Laili Rahman's research investigates the effectiveness of using Photos as Media to improve the deaf Students' Ability in Writing English Vocabularies. Then this study shows the advantages of in using Photos as Media to improve the deaf Students' Ability in Writing English Vocabularies at SMPLB Negeri Gedangan Sidoarjo.⁴³

The above researches show the correlation and effect of using specific teaching strategies and the students' achievement in learning English. 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

⁴² Joanna E. Cannon, et.al, "Improving DHH Students' Grammar through an Individualized Software Program." (<http://jdsde.oxfordjournals.org/content/16/4/437.abstract>, December 04, 2011).

⁴³ 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.

teaching English grammar especially at SMPLB Ma'arif Lamongan, the difficulties encountered by the teacher while using those strategies to teach English grammar, and Students' responds toward the strategies applied by their teacher which become the focus of the proposed research.

- D. Suhardi in his study entitled *The Implementation of Teaching Grammar at MAN Sumenep* investigates and describes the objective of teaching grammar, the topic covered in teaching grammar, the technique of teaching grammar and the technique of evaluation used in teaching grammar at MAN Sumenep.⁴⁴ Suhardi's research is absolutely different with the writer's research, since the writer's research focused on investigating the strategies of teaching English grammar to students with hearing impairment used by English language teacher in Indonesia especially in SMPLB Ma'arif Lamongan, the difficulties encountered by the teacher while using those strategies to teach English grammar, and Students' responds toward those strategies applied by their teacher.
- E. Joseph H. Bochner and Gerard G. Walter in their study entitled "*Evaluating Deaf Students' Readiness to Meet the English Language and Literacy Demands of Postsecondary Educational Programs*" investigate the alternative methods for evaluating deaf students' readiness to meet the English language and literacy demands of postsecondary educational programs. And the data

⁴⁴ Suhardi, S-1 Thesis: "*The Implementation of Teaching Grammar at MAN Sumenep*" (Surabaya: IAIN Sunan Ampel Surabaya, 2009), vi.

collected in this investigation demonstrate that, if attention is paid to examinees' English skills, both the ACT Assessment and the ESL Reading and Grammar/Usage portions of COMPASS/ESL have the potential to be useful admissions screening tools for postsecondary deaf students, and further research with these tests is warranted.⁴⁵ This study is absolutely different with the writer's research, since the writer's research focused on investigating the strategies of teaching English grammar to students with hearing impairment used by English language teacher in Indonesia especially in SMPLB Ma'arif Lamongan, the difficulties encountered by the teacher while using those strategies to teach English grammar, and Students' responds toward those strategies applied by their teacher.

⁴⁵ Joseph H. Bochner and Gerard G. Walter in their study entitled "*Evaluating Deaf Students' Readiness to Meet the English Language and Literacy Demands of Postsecondary Educational Programs*" (Oxford University Press, 2005) *Journal of Deaf Studies and Deaf Education* 10:3 Summer, 232-242.