

## CHAPTER II

### LITERATURE REVIEW

#### **A. Theoretical Review**

#### **1. English Language Teaching and Learning**

##### **1.1. Teaching and Learning in General**

A more specific definition might read as follows, learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. Similarity teaching which is implied in the first definition of learning, it can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.<sup>1</sup>

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization
4. Learning is relatively permanent but subject to forgetting.
5. Learning is behaviors.

These concepts can also give way to a number of subfields within the discipline of psychology, acquisition process, perception, memory, system, recall, conscious, learning style and strategies, reinforcement and the role of practice. Very quickly the concept of learning becomes every bit as complex as the concept of

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*,(New York: Prentice Hall, 1994) p. 85.

language. Yet the second language learner brings all these variable into play in the learning of a second language.

Teaching is guiding and facilitating learning, setting the condition for learning. Your understanding of the how he learners learn will determine your philosophy of education, your teaching style, your approach, methods and classroom technique.

According to Johnson, that learning is a reflection of student's individual system that show an attitude linked to the assignment given. Teaching is a reflection of teacher's individual system that acts professionally.<sup>2</sup>

While definitions of learning and teaching above might meet approval of most linguists, psychologist, and educators, points of clear disagreement become apparent after a little probing of the components of each definition. For example language is a set of habit or system of internalized rules? Differing viewpoints emerge from equally knowledge scholars.

An extended definition or theory of teaching will spent out governing principles for choosing certain methods and techniques. A theory of teaching in harmony with integrated understanding of learning and the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning.

## **1.2. Teaching and Learning for students with Hearing Impairment**

Language is a complex learned behavior. Language disorders may arise from many sources, because so many different aspects of the individual are involved in learning language. A child with a hearing impairment may not learn to speak normally. A

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<sup>2</sup> Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press, Inc, 2002), p. 19.

student who cannot produce sounds effectively for speaking is considered to have speech impairment.<sup>3</sup>

A hearing impairment can make learning very difficult for children. Children who are born or experience a significant hearing loss in first several years of life usually do not develop normal speech and language. Many children with hearing impairments receive supplementary instruction beyond the regular classroom. Educational approaches to help students with hearing impairments learn fall into two categories: oral and manual. *Oral approaches* include using lip reading, speech reading (a reliance on visual clues to teach reading), and whatever hearing the student has. *Manual approaches* involve sign language and finger spelling. Oral and manual approaches are increasingly used together for students who are hearing impairment.<sup>4</sup>

## **2. English Teaching Methods as Foreign Language**

### **2.1. Definition of Method**

According to Douglas Brown that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.<sup>5</sup>

Language teaching in the twentieth century was characterized by frequent change and innovation and by the

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<sup>3</sup> Anita E. Woolfolk, *Education Psychology*, (Canada: Pearson Education Canada Inc., 2006), p. 135.

<sup>4</sup> John W. Santrock, *Educational Psychology*, (New York: McGraw-Hill Inc., 2004), p. 176.

<sup>5</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Longman, 2000 ),2<sup>nd</sup> Ed, p. 16.

development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching method. The method concept in teaching the notion of systematic set of teaching practiced based on a particular theory of language and language learning is a powerful one and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. Common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it.

It can be define that method is a procedure or process for attaining an object as a systematic plan followed in presenting material for instruction during the process of teaching and learning, when the latter suggests the dynamic interplay between teachers and learners.

## **2.2. Several methods used in English Language Teaching**

These are several methods that used in English Language Teaching:

### **a. Grammar Translation Method (GTM)**

This method out the traditional teaching of classical Latin and Greek when living language began to be widely taught in the nineteenth century. It was the dominant method until the end of century and has continued to be used in one form or another until the present day. But it has long been “out of fashion”.

Grammar Translation Method are used for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and

vocabulary and attempting to produce perfect translations of stilted or literary prose.<sup>6</sup>

Languages are seen as system of roles for the construction of correct sentences. Writing is considered to be the superior form of language. Languages are believed to be learned based on memorizing the rules, along with bilingual vocabulary lists, and applying them when constructing sentences, mostly in writing. Translation is considered one of the best ways of practicing the application of rules, as well as the information of sentences form. For the example, present tense to past tense, or active to passive. The teacher's roles are to explain grammar roles in the meaning of words in the learner's native language, organize practice (for example, the recitation of rules and translation, and correct learner mistakes). The learner's roles are to pay careful attention to the teacher explanation and correction, memorize rules and vocabulary lists, and carefully do practice task the teacher sets.

The principal characteristics of the Grammar Translation Method were these:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-

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<sup>6</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001) Second Edition, p. 6.

Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.

4. The sentence is the basic unit of teaching and language practice.
5. Accuracy is emphasized.
6. Grammar is taught deductively that is by presentation and study of grammar rules, which are then practiced through translation exercises.
7. The student's native language is the medium of instruction.<sup>7</sup>

In the Grammar Translation Method, a basic purpose of learning English as a foreign language is to be able to read literature written in the target language. To do this, the students need to learn about grammar rules and vocabulary of the target language. For addition, it is believed that studying English as a foreign language provides students with good mental exercise which helps develop their minds.

**b. Direct Method (DM)**

This method developed as a revolution against the Grammar-Translation Method at the end of nineteenth century. It was based some extent on the new sciences of the nineteenth century, especially linguistics and psychology.

The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>8</sup>

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<sup>7</sup> *Ibid.*, p. 5.

<sup>8</sup> Diane Larsen and Freeman, *Techniques and Principles In Language Teaching*, (New York: Oxford University Press, 2000), p. 23.

Languages are seen as system of communication, primarily oral, in which words are used together in sentences, and sentences are used in discourse. Languages are believed to be learned best in a natural way, by hearing words and sentences in context and imitating what you hear. The learners should be avoided at all costs and meaning should be conveyed through showing, drawing, miming or demonstrating things. Asking and answering questions is considered one of the best forms of practice, with the learners speaking as much as possible. The teachers need to be active, demonstrating the language, organizing practice, and correcting the learners. The learner's roles are to listen carefully, imitate, and participate as much as possible in the oral practice of the language.

In practice it stood for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening were taught.
8. Correct pronunciation and grammar were emphasized.<sup>9</sup>

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<sup>9</sup> *Ibid* ., p. 12.

From explanation above, we can conclude that teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

### **c. Total Physical Response (TPR)**

Total Physical Response method was developed by James Asher. Total Physical Response consists basically of obeying commands given by the instructor that involve an overt physical response.<sup>10</sup>

This method is suitable for beginners' course only, and later needs to be supplemented by activities and techniques from other methods. It aims to develop listening comprehension before production, to associate language with action, and to reduce stress in language learning. In these ways, it tries to replicate typical features of L1 acquisition. Most other methods demands instant speaking from the learner rather than providing them with extensive listening practice first. Most other methods also connect language with language (for example, model and repetition, question and answer) rather than with action, and often create a lot of tension in the learners. TPR connect language with action by getting the learners to do what the teacher tells them to.

### **d. The Silent Way**

According to Jack and Theodore that The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner

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<sup>10</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Prentice Hall International (UK) Ltd. 1987), p. 140.



should be encouraged to produce as much language as possible.<sup>11</sup>

These method contrasts almost totally with TPR, instead of giving extensive active listening comprehension practice, the teacher is silent for most of the time, giving only single examples of new sentence and produce similar ones. The method is based on the hypothesis that discovery and problem solving produce much better learning than imitation and repetition. Learners must concentrate and usually struggle a bit to benefit from the method. Teachers need special training in the use of Silent Way materials and techniques. The Silent Way, the teacher is active in setting up classroom situation while the students must do most of the talking and interaction among themselves. That is why student's errors are expected as a normal part of learning. The teacher controls the instructional process without bothering the interaction among the students in order to encourage independence and student initiative. This method are students centered in which they must develop their own knowledge and ability.

#### **e. The Audio-Lingual Method**

Audiolingualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus is on immediate and accurate speech, there is little provision for grammatical explanation or talking about the language.<sup>12</sup>

Audio Lingual holds that language learning is like other forms of learning. Since language is a formal, rule governed system; it can be formally organized to maximize teaching and

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<sup>11</sup> Jack C. Richards and Theodore S. Rodgers, *Op.cit.*, p. 81.

<sup>12</sup> *Ibid.*, p. 64.

learning efficiency. Audiolingual thus stresses the mechanistic aspects of language learning and language use.

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situation in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.<sup>13</sup>

However, Audio Lingual teaching in practice often results in inductive learning. The students attempting to work out a conscious rule on the basis of the dialogue and pattern practice.

#### **f. Communicative Language Learning Method**

Communicative Language Learning (CLL) is the name of a method developed by Charles A. Curran which was given to a set of belief which included not only a re-examination of what aspects of language to teach , but also a shift in emphasis in how to teach.<sup>14</sup>

In Communicative Language Learning, a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. Communicative Language Learning learners are encouraged to attend to the overhears

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<sup>13</sup> *Ibid.*, p. 59.

<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Educational Ltd, 2001), 3<sup>rd</sup> Ed. p. 84.

they experience between other learners and their knowledge. The result of the overhear is that every member of the group can understand what any given learner is trying to communicate.

From the explanation above, we can conclude that Communicative Language Learning places unusual demand on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2. The teacher must operate without conventional material, depending on student topics to shape and motivate the class. Special training on Communicative Language Learning techniques is usually required.

**g. Suggestopedia**

Developed by Georgi Lozanov, Suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning<sup>15</sup>.

By using suggestopedia method, the learners learn not only from the effect of direct instruction but from the environment in which the instruction takes place. The bright décor of classroom, the musical background, the shape of the chair, and the personality of the teacher are considered as important in instruction as the form of the instructional.

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<sup>15</sup> *Ibid.*, p. 89.

## **2.3 Several Methods used in English Language Teaching for Students with Hearing Impairment**

Methods of communication instruction in English language teaching for students with hearing impairment can be classified under to general approaches:

### **a) Methods that teach communication skills through an exclusively oral approach:**

#### **1. Oralism**

Oralism is sometimes referred to as the aural or oral method. It focuses on teaching speech reading, coupled with using residual hearing and auditory cues, for learning speech and language skill. Critical to the success of oralism is the fitting of appropriate amplification (i.e., hearing aids) so that maximum auditory benefit may be achieved. Auditory training is an integral component of oralism. It includes teaching the child how to make sense out of sound, attach meaning, and eventually understand speech auditory.

#### **2. Auditory-verbal (A-V)**

The Auditory-verbal method allows the child to use his or her residual hearing to listen to and understand spoken communication skills. Critical to the success of Auditory-verbal therapy is ongoing hearing evaluation, appropriate fitting of hearing aids and continuous monitoring of the hearing aid settings.<sup>16</sup>

Unlike the oralism method, auditory-verbal therapy does not emphasize the use of visual cues (e.g., speech reading) for understanding language. The child learns to listen to his or her

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<sup>16</sup> Mary Buchanan, *Special Education Desk Reference*, (London: Singular Publishing Group, 1997), p. 97.

own voice, the voices of others, and environmental sounds in order to develop and understand spoken language.

### **3. Cued speech**

The cued speech method is a multisensory approach for teaching communication and language skills to children with hearing loss. The method emphasizes the child's use of the visual and auditory senses. The goal of cued speech is for the child to receive spoken language clearly both visually (i.e., through speechreading) and auditorily (i.e., through appropriate amplification).<sup>17</sup>

The method that was explained above used for someone which has hearing impairment to communicate with other person in daily conversation. The method can be used in teaching language to students with hearing impairment by the teacher in order to the transferring of knowledge will be successful.

#### **b) Methods that incorporate sign language or use sign language as a primary means for teaching language:**

##### **1. Total Communication**

Total communication utilizes all means of communication for teaching children with hearing impairments. This includes appropriate fitting of hearing aids, maximizing hearing aid wearing with consistent auditory training, speechreading and production training, and the use of sign language. The sign language system most often used in Total Communication programs is one that is referred to as the use of signs and fingerspelling that represents spoken English manually.

##### **2. American Sign Language**

American Sign Language (ASL) has been primary mode of communication for the deaf for centuries. American Sign

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<sup>17</sup> *Ibid.*, p. 98.

Language is a manual form of language that has a defined and complete structure that is different from English or other forms of spoken language in ASL concepts are conveyed through signs and gestures. Those who choose this method of communication for instructing young children with hearing impairments emphasize the learning of American Sign Language from infancy as a primary mode of communication. Although ASL is the primary language for the child, this does not mean that the understanding and use of speech is precluded. ASL may include a speech and auditory component in addition to sign language.<sup>18</sup>

From the definite above, the teacher recommended using the methods because those are the primary method when teaching language in hearing impairments class. It is easier to understand by students. The transferring of knowledge also more effective in order to the teaching learning process will be success.

### **3. Teaching Materials**

#### **3.1. Teaching Materials in General**

Teaching materials are key component in most language programs. Whether the teacher uses textbook, institutionally prepared materials, or makes use of his or her own materials, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. These may take from the form of (a) printed materials such as books, workbooks, worksheets, or readers, (b) nonprint materials such as cassette or audio materials, videos, or computer-based materials, and (c) materials that comprise both print and non print source such as self-access materials and materials on the internet. In addition, materials

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<sup>18</sup> *Ibid.*, p. 99.

not designed for instructional use, such as magazine, newspapers, and TV materials, may also play a role in the curriculum<sup>19</sup>.

Some teachers use materials as their primary teaching resource. The materials provide the basis for the content of the lessons, the balance of skills taught, and kinds of language practice students take part in. In other situations, materials serve primarily to supplement the teacher's instruction. For learners, materials may provide the major source the contact they have with the language apart from the teacher. So that, the role and uses of materials in a language program is a significant aspect of language curriculum development.

### **3.2. Grading Teaching Materials for Hearing Impairment Students**

In teaching students with exceptionalities, it is often useful to supplement or replace commercial materials with teacher-made materials. These materials provide additional practice, feedback on progress, and increase motivation. Students spend much classroom time working with instructional materials on their own, so it is important that the materials do not lead to frustration, failure, and practicing of errors.

These are several material approximately used for students with hearing impairment that the researcher was taken from free encyclopedia on internet.

#### **a. Auditory materials**

- 1) Audiotapes, videotapes, and other auditory materials can be translated into print format to make them accessible to people who are deaf or hard-of-hearing. When transcribing video, be sure to mention any sounds and actions that may occur

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<sup>19</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 1996), p. 65-66.

independent of the spoken text, and indicate settings or changes of scene as well.

- 2) If available, use Assistive Learning Devices. These devices consist of a transmitter that sends electronically enhanced sound to receivers worn by individuals who are hard-of-hearing.

**b. Reading**

- 1) Provide or adapt reading materials at appropriate reading level and provide resource material at these same reading levels.
- 2) Use highly visual materials, for example many figures, pictures, diagrams in reading assignments.

**c. Writing**

Writing materials for hearing impairment students:

- 1) Break up long sentences.
- 2) Reduce difficult vocabulary load.
- 3) Reduce concept density.
- 4) Stay with simple coordinating conjunctions (e.g., but, so, for, and) and avoid less common traditional words (e.g., however, as a consequence, nevertheless, although).
- 5) Make meaning and application absolutely clear.
- 6) Use context as a memory aid
- 7) For a new term, repeat the word numerous times in variety of contexts.<sup>20</sup>

The explanation above it can be said that the materials are given to students with hearing impairment are easier as a material that given for students in elementary school. When material delivered for students, teacher must be careful to use the difficulties vocabulary that can makes the students confuse. Teacher tries to speak normally, not too

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<sup>20</sup>Google, The Free Encyclopedia, "Hearing Impairment", <http://www.as.wvu.edu/~scidis/hearing.html>, December 26, 2009.



fast or too fast. Teacher also should face to the students when speaking, because the students needs to read the lips and see the gestures.

### **3.3. Role of Instructional Material**

Material designed on the assumption that learning is initiated and monitored by the teachers. Teachers should know plan and prepare the materials to teach in the class in order that it can lead the teaching learning process will be effective.

Richard on his book entitles *The Context of Language Teaching*, states that the materials are very important<sup>21</sup>, there are as follows:

1. The material will facilitate the communicative abilities of interpretation, expression, and negotiation
2. Materials will focus on understandable and relevant communication rather than on grammatical form
3. Material will command the learners interest and in involve intelligence and creatively
4. Material will involve offerent type of text, and different media, which the participant can use to develop their competence through a variety of different activities and task.

## **4. Hearing Impairment**

### **4.1. Definition of Hearing Impairment**

Hearing impairment is a hearing loss that prevents a from totally receiving sounds through the ear.<sup>22</sup> A full or partial decrease in the ability to detect or understand sound.<sup>23</sup>

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<sup>21</sup> Jack C. Richard, *The Context of Language Teaching*, (New York: Cambridge University Press, 1985), p. 20

<sup>22</sup>Google, The Free Encyclopedia, "Hearing Impairment", [http://ada.ky.gov/hearing\\_imp\\_def.htm](http://ada.ky.gov/hearing_imp_def.htm), December 18, 2009.

<sup>23</sup>Wikipedia, The Free Encyclopedia, "Hearing Impairment", [http://en.wikipedia.org/wiki/Hearing\\_impairment](http://en.wikipedia.org/wiki/Hearing_impairment), December 18, 2009.

According to Tan Oon Seng and friends that Hearing Impairment is defined as a genetic term indicating a hearing disability that may range from mild to profound, including the subsets of deaf and hard of hearing.<sup>24</sup>

So, it can be define that a hearing impairment can make learning very difficult for the students. Students who are born deaf or experience a significant hearing loss in the first several years of life usually do not develop normal speech and language.

#### **4.2. Types of Hearing Impairment**

There are types of Hearing Impairment:

- a. Deaf: is a hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
- b. Hard of Hearing: is a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of 'deaf'.
- c. Deaf-Blind: is simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for deaf children or blind children.

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<sup>24</sup> Tan Oon Seng, *et. al.*, *Educational Psychology: A Practitioner-Researcher Approach*, (Singapore: Thomson Asia Pte Ltd, 2001), p. 144.

## 5. Students with Hearing Impairment

Hearing ability of someone could not be known at the first birth. But if there is cognitive defect, it will grow up continue. Students that did not have problem their hearing abilities will get good result or accurate information that comes into their brain according to what they have studied.

Hearing impairment is the consequence of a functional loss of hearing; actually students with hearing impairment also have speaking disabilities.<sup>25</sup> It will be one of the teacher's jobs to get their students come into the lesson. For example in teaching reading, teachers must explain the material and give the instruction by using signal language. Although the material is very simple, teachers have a big duty of the student's development, even their ability in studying English and also their attitude.

Evelyn Hatch (1992), Teresa Pica (1994) and Michael Long (1983) argued that much second language acquisition take place through conversational interaction. In Long's view, what learners need is not necessarily simplification of the linguistic forms but rather an opportunity to interact with other speakers, in ways which lead them to adapt what they are saying until the learner shows signs of understanding.<sup>26</sup>

According to an interactional theory, students' with hearing impairment can adapt the material from the teacher by using signal. In other word, if there is good interaction between teachers and students, it may help both of them to share about the materials easier.

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<sup>25</sup> Bandie Delphie, *Pembelajaran Anak Berkebutuhan Khusus*, (Bandung: PT. Refika Aditama, 2006), p. 102.

<sup>26</sup> Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, (New York: Oxford University Press, 2000), p. 42-43.

## 6. Curriculum and Syllabus of SLB “PRI” Buaran Pekalongan

Curriculum is a course of study in school.<sup>27</sup> it is stated that there is no differences between normal school and SLB (Exceptional school). Students with special need like students with hearing impairment also get the attention of the government. According to the department of National Education, the curriculum of SMPLB “PRI” Pekalongan especially in English subject is started by the daily activity context (*learning to read*), for example to read newspaper or instruction. And the students will get more materials in English at SMALB-B that will close the lesson by fulfilling daily need materials (*learning to live*). And the curriculum of SLB especially SMPLB “PRI” Buaran Pekalongan is as enclosed.<sup>28</sup>

Based on the curriculum for Exceptional school, English is taught as one of the compulsory subject for SMPLB and SMALB students. By learning English, the students are expected to have the skills of the language in simple English with the emphasis to have reading using selected topic. Because of having limitedness and retardations, exceptional students especially students with hearing impairment require special approaches from the teacher to make them easy to understand materials gave during the instructional process.

According Soejono that cited by Endah Miyosi in her thesis said that a good curriculum must have these these following characteristics:

- a. Curriculum is arranged systematically and contains suitable material that concern with the latest development of science and technology
- b. Curriculum determines specified objectives that will be reached
- c. Curriculum show the balance between that will be learn and what will be done by the learners

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<sup>27</sup> A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University, 1987) . p. 212.

<sup>28</sup> See the Appendix, “*The Curriculum of SLB “PRI” Buaran Pekalongan*”.

d. Curriculum concerns with individual differences.<sup>29</sup>

Curriculum for exceptional school (Sekolah Luar Biasa) is different from curriculum for normal one. It is made in concerning with the students disabilities because they take longer and slower process to maximize their capabilities. So the curriculum will be flexible and applicable to the students.

Commonly, every school has a syllabus for their guide in teaching and learning process. Syllabus is an outline or summary of a course of studies.<sup>30</sup> Syllabus also said as a document which says what will (or at least what should) be learn.<sup>31</sup> syllabus content is a series of pedagogical tasks (or in some content-based approaches, curricular subject matter), the justification for which is that the content or tasks are related to the current or future needs of the particular group of learners to be served.<sup>32</sup>

## B. Previous Research

There are some researches that almost have some topic or idea with this research. Endah Miyosi P. Ari with her study entitled *Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010*<sup>33</sup>.

She observed the effectiveness of strategies in English Language Teaching of Down syndrome students and the result from this research is that the Down syndrome students have disability in absorbing some information, the teacher does not only one method but also combined

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<sup>29</sup> Endah Miyosi P. Ari Student Number 0431140, *Teacher's Effective Strategies in English Language Teaching of Down Syndrom Students of SMPLB Batang in The Academic Year of 2009/2010*, (Semarang: IKIP PGRI, 2009), p. 25.

<sup>30</sup> A. S Hornby, *Ibid.* p. 876.

<sup>31</sup> Tom Hutchinson and Alan Waters, *English for Specific purpose*, (New York: Cambridge University press, 1987), p. 180.

<sup>32</sup> Catherine Doughty and Jessica Williams, *Focus on Form in Classroom Second Language Acquisition*, (New York: Cambridge University press, 1998 ), p. 23.

<sup>33</sup> Endah Miyosi P. Ari Student Number 0431140, *Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010*, (Semarang: IKIP PGRI, 2009).

some appropriate methods, the researcher has some problem in English teaching, and some possible solutions in order to solve the teacher's problem.

Beside that research, Indra Nurfiyanti graduated from State Institute of Islamic Studies of Walisongo Semarang, entitled *The Correlation Between Student's Motivation in Studying English and Their Vocabulary Power (Students with Communication and Hearing Diffability at SLB ABC "SWADAYA" Kaliwungu Kendal)*.<sup>34</sup> She observed the correlation between student's motivation in studying and their vocabulary power of students with communication and hearing diffability.

In this study, the researcher will do this research with different subject and place in order to analyze about methods and materials are approximately used in English language teaching at seventh grade students with hearing impairment.

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<sup>34</sup>Indra Nurfiyanti Student Number 053411024, *The Correlation between Student's Motivation in Studying English and Their Vocabulary Power (Students with Communication and Hearing Diffability at SLB ABC "SWADAYA" Kaliwungu Kendal)*, (Semarang: State Institute of Islamic Studies of Walisongo, 2010).