

## CHAPTER II

### ENGLISH LANGUAGE TEACHING LEARNING FOR DEAF STUDENTS

#### A. Deafness

##### 1. Definition

Hearing ability is an important function of human life. In the five senses system, hearing sense is an organ that complete information captured by sight sense. So that losing hearing ability drives great affect to human life, including in educational aspect. The primary consequence of childhood with hearing impairment is that it blocks the spoken language.<sup>1</sup>

Deafness is a general term which shows hard of hearing from mild until profound hard of hearing. <sup>2</sup> Mohammad Effendi<sup>3</sup> defines the deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason.

Different definition of deafness may come from psychological and educational point of view. Hallahan & Kauffman<sup>4</sup> stated in “*Exceptional Children: Introduction to Special Education*”:

Those maintaining a strictly psychological viewpoint is interested primarily the measurable degree of hearing loss. Children who cannot hear sounds at or above a certain intensity (loudness) level are classified as deaf; others with a hearing loss are considered hard of hearing. Hearing sensitivity is measured in decibels (units of relative loudness of sounds). Psychologist generally consider those with hearing losses of about 90 dB or greater to be deaf, those with less to be hard of hearing.

People with an educational viewpoint are concerned with how much the hearing loss is likely to affect the child’s ability to speak and develop language. Because of the close causal link between hearing

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<sup>1</sup> Mayberry, Rachel. I, “*Cognitive Development in Deaf Children: The Interface of language and perception in Neuropsychology*”, in S.J Segalowitz and I. Rapin (eds.), *Handbook of Neuropsychology*, (Canada: Elsevier Science B.V, 2002) p. 71.

<sup>2</sup> Wasita, Ahmad, *Seluk-Beluk Tunarungu dan Tunawicara*, (Jogjakarta: Javalitera, 2012), p. 17.

<sup>3</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 57.

<sup>4</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p.260.

loss and delay in language development, these professionals categorize primarily on the basis of spoken language ability.

Many hearing impaired children have found social adjustment difficulty because they can not interact socially as hearing children do. In school, likewise, progress is likely to be uneven if they hear only part of the material presented. Thus a hearing loss may interfere with social adjustment and educational progress especially in the areas of speech and language.<sup>5</sup>

## 2. Damage of hearing system

Damage in one or more hearing systems can cause hearing impairment. There are three kinds of deafness based on this. They are conductive deafness, perspective deafness and mixed deafness. Sound is picked up by the outer ear then passes through the ear canal to the middle ear. Problems with these ear parts will cause conductive deafness.<sup>6</sup>

Sometime, external auditory canal of some children does not form, resulting in a condition known as atresia. Foreign object in the external ear also causes hearing looses.<sup>7</sup> There are some conditions block sound wave trough the organ that is used as medium, they are ear canal is covered by *cerumen*; harden, broken or perforated ear drum membrane and the three hearing bones (*malleus, incus, and stapes*).<sup>8</sup>

Another reason of this kind of deafness is often caused by fluid building up in the middle ear (ear glue). Ear glue can cause temporary deafness and can either naturally after a short period of time, or it can develop into a long-term condition requiring surgical intervention, such as grommet or using hearing aids.<sup>9</sup>

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<sup>5</sup> Kirk, Samuel A, *Educating Exceptional Children*, (Boston: Houghton Mifflin Company, 1980), p. 241.

<sup>6</sup> Rehm, Heidi L. *et al.*, *Understanding The Genetics of Deafness A Guide for Patients and Families*,(Cambridge: Harvard Medical School Center for Hereditary Deafness, t.t), p. 3

<sup>7</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 268.

<sup>8</sup> Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan*, p. 63.

<sup>9</sup> The National Deaf Children's Society, *Deaf Friendly Teaching*, (London: NDCS, 2004), p. 10

Conductive deafness is also caused by problems in the middle ear. The most common probable problem of the middle ear is otitis media, an infection of the middle ear space. Although otitis media can affect individual of any age, it is primarily a disease of childhood under the age of 2 years. Besides it, there are a number of other less frequent middle ear disorders. Otosclerosis which occurs rarely in children is a disease of the bone that causes the stapes to become abnormally attached to the oval window.<sup>10</sup>

Then, problems in the inner ear will cause perceptive deafness (it is also called sensorineural deafness). It has been known that the function of inner ear is as the perceptive tool of sound waves sent by hearing organs in the outer and middle ear. Perceptive deafness appears when sound wave accepted by inner ear which has function to convert mechanic stimulus to be electric stimulus can't be sent to the hearing center in the brain. Ballantnye in Mohammad Efendi (2009) stated that perceptive deafness is caused by any affection on the perceiving apparatus the cochlear or auditory nerve.<sup>11</sup>

Problems of inner ear disorder can be hereditary or acquired. The most common childhood deafness is heredity. Acquired hearing losses of inner ear include those due to bacterial infection such as *meningitis*, viral infection (such as mumps and measles), anoxia (deprivation of oxygen) at birth, prenatal infections of the mother, Rh incompatibility, blows to the head, unwanted side effects of antibiotics, and excessive sound level.<sup>12</sup>

While, if there is mixture of conductive and perceptive deafness, it is called mixed. Mixed deafness is a term which is usually applied to a mixture of conductive and perceptive deafness occurring in one and the same ear.<sup>13</sup>

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<sup>10</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 269.

<sup>11</sup> Efendi, Mohammad , *Pengantar Psikopedagogi ...*, p. 64.

<sup>12</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 269.

<sup>13</sup> Efendi, Mohammad , *Pengantar Psikopedagogi...*, p. 64.

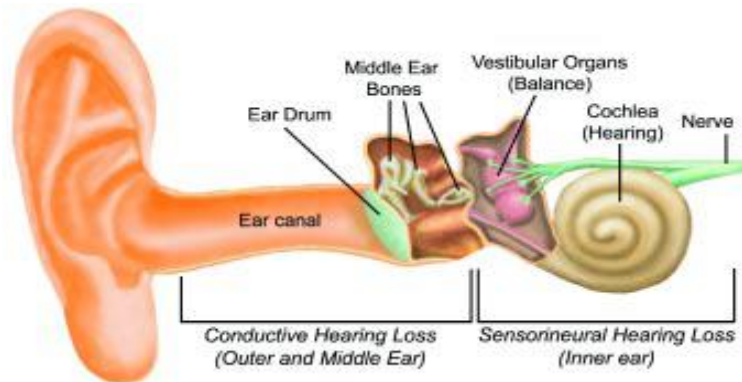


Figure 2.1. Anatomy of ear (Heidi L. Rehm, *et al.*)

### 3. Degree of deafness

Besides being classified based on the ear damage position, the deafness is also classified according to the degrees of deafness. There are different degrees of deafness and these are most often classified as mild (20-40 dB hearing losses), moderate (41-70 dB hearing losses), severe (71-95 dB hearing losses) and profound deafness (>95 dB hearing losses). Few children are totally deaf. Most deaf children can hear some sound at certain pitches and volume. There are some children who have deafness in one ear and normal levels of hearing in the other. This is known as unilateral deafness.<sup>14</sup>

Based on educational point of view, degrees of deafness classified as follows:<sup>15</sup>

#### 1) Slight losses (20-30 dB hearing losses).

Children with slight hearing losses generally have these following characteristics: (a) having a good hearing ability because their hearing losses are between normal hearing and mild hearing losses, (b) having no difficulty in understanding speech and having chance to join SLB, but their seats have to close to the teacher, (c) being able to learn speak effectively through their hearing ability, (d) it is need to enrich their vocabularies in order not to block their speaking and language

<sup>14</sup> The National Deaf Children's Society, *Deaf Friendly Teaching*, p. 10

<sup>15</sup> Mohammad, Efendi, , *Pengantar Psikopedagogi ...*, p. 59.

development, and (e) the slight hearing losses children are suggested to use hearing aid to increase their hearing ability. They need to exercise speech reading in understanding speech to support their education process.

2) Mild losses (30-40 dB hearing losses)

Mild hearing losses children have these following characteristics: (a) being able to understand general speech in a very close distance, (b) having no difficulty in expressing their feeling, (c) having difficulty in capturing main idea of a speech if their position are not in front of the speaker, (d) it is need to get a good and intensive guidance, (e) it is suggested to use hearing aid. In order to support their educational need, they are suggested to learn speech reading, exercise hearing, speaking, articulation, and enrich their vocabulary.

3) Moderate losses (40-60 dB hearing losses)

The characteristic of moderate hearing losses children are: (a) being able to understand loud speech in the close distance, it is about 1 meter because it is difficult for them to understand speech in a normal distance, (b) misunderstanding appears often, (c) having speaking disorder, especially in pronouncing consonant letters like “K” and “G”, (d) having difficulty to use language appropriately in speech, (e) having limited vocabulary. Educational service need for them are articulation and speech reading exercise, vocabulary enrichment, and using hearing aid.

4) Severe losses (60-75 dB hearing losses)

Children with severe hearing losses have characteristics as follows: (a) having difficulty in differentiating sound, and (b) having no consciousness that the objects around them have sound vibration. Their educational service need are need to get special treatment in learning speech and language, using hearing aid, hearing exercise intensively, speech reading and composing vocabulary exercise.

5) Profound losses (>75 dB hearing losses)

Profound hearing losses children are only able to hear a very loud sound in 1 inch distance or even are not able to hear totally.

The cause of hearing impairment relates to the degree of hearing loss. The most devastating losses occur because of meningitis, maternal rubella and hereditary factors. At least 50 percent of school-age children who have impairment due to one of these three causes have hearing losses in the profound range (exceeding 90 dB).<sup>16</sup>

#### 4. Time of hearing losses

The deafness can occur before the children born (prenatal), whilst (neonatal) and after were born (post natal).<sup>17</sup> Skinner and Shelton in Muhammad Efendi<sup>18</sup> also stated if the origin of the loss before or around the time of birth the loss is called congenital, if the loss develop later it is called acquired. In addition, Ahmad Wasita<sup>19</sup> explained that hearing sense of children with congenital deafness are dysfunctional anymore when they were born.

One cause of congenital deafness is heredity or genetic cause. It means that the deafness is carried down through the family.<sup>20</sup> Moores estimated that there are 30%-60% children have been suffering from this kind of deafness.<sup>21</sup> There are two main forms of deafness caused by genetic: syndromic in which there can be other medical problems in addition to the hearing loss, and nonsyndromic, where the only obvious medical problem is the loss of hearing.<sup>22</sup>

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<sup>16</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children* ..., p. 271.

<sup>17</sup> Efendi, Mohammad, *Pengantar Psikopedagogi* ..., p. 65

<sup>18</sup> Efendi, Mohammad, *Pengantar Psikopedagogi* ..., p. 65.

<sup>19</sup> Wasita, Ahmad, *Seluk-Beluk Tunarungu* ..., p. 19.

<sup>20</sup> Rehm, Heidi L. *et al.*, *Understanding The Genetics of Deafness* ..., p. 2.

<sup>21</sup> Efendi, Mohammad, *Pengantar Psikopedagogi* ..., p. 65.

<sup>22</sup> Rehm, Heidi L. *et al.*, *Understanding The Genetics of Deafness* ..., p. 3.

Wasita mentioned the other causes of congenital deafness are<sup>23</sup>: (a) *Maternal rubella*. This virus is dangerous for pregnant women especially who is at the first three months of pregnancy, (b) *Toxoemia* (poisoned blood). This condition can affect to the damage of placenta or fetus damage, (c) over dose use of medicines, (d) *anoxia*, that is deprivation of oxygen. Some diseases specific to the functioning of the auditory mechanism may occurs at any stage in life, including the period *in utero*. In *otosclerosis*, for example, spongy bone is formed in the middle and inner ear, occasionally at birth but usually not until later in life. Some malformations are present at birth, such abnormalities of the external auditory canal which prevent sound from being carried into the mechanism of the ear. The eardrum or some of the structures of the middle ear may be deformed or absent, and development of the neural mechanism of the ear inner ear may be arrested.<sup>24</sup>

While, acquired deafness is commonly caused by exposure of noise. The others causes are build up of fluid behind the eardrum, ear infection (known as otitis media), childhood diseases, such as mumps, measles, or chicken pox, and head trauma.<sup>25</sup>

Two other frequently used terms are even more specific in pinpointing language acquisition as critical: prelingual deafness is deafness present at birth or occurring early in life at an age prior to the development of speech and language. Another one is postlingual deafness. That is deafness occurring at an age following the development of speech and language.<sup>26</sup>

Because linguist are emphasizing more and more the importance of receptive language in the early months and years, the dividing points between prelingual and postlingual deafness has moving down over the years. Whereas some years ago the age of prelingual considered to be before

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<sup>23</sup> Wasita, Ahmad, *Seluk-Beluk Tunarungu ...*, p. 23.

<sup>24</sup> Kirk, Samuel A., *Educating Exceptional Children*, (Boston; Houghton Mifflin Company), p. 247.

<sup>25</sup> National Dissemination Center for Children with Disabilities, "Deafness and Hearing Loss", (*Disability Fact Sheet*, 3<sup>rd</sup> Edition, June 2010), p. 3.

<sup>26</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 262.

3 years. It is now considered to be before 18 months, and many believe it should be adjusted even further to 12 months or even 6 months.<sup>27</sup> Wasita also mentioned 1,6 years as the age limit of prelingual deafness. In this age, infants compare certain signs such as observe, point, seize etc. but they hasn't been able to compose symbol system.<sup>28</sup>

#### 5. Language development of deaf children

Although it is not a certainty, deaf children usually tend to be mute also. This condition is difficult to be stayed away because both of them are a series of cause-result. A deaf individual, especially prelingual deaf, the next effect occurs is muteness. Individual with deafness and muteness is known as deaf-mute person. But, muteness doesn't affect deafness. Stuttering and cluttering are the examples of speech impairment that has little connection to hearing impairment.<sup>29</sup>

There are two important things which are specific barrier features of deaf children in term of language aspect. *First*, consequence of hearing impairment is difficulty of receiving sound and events around them. *Second*, because of this difficulty, the deaf children will face difficulty in producing sounds around them. These two conditions directly affects to the speech and language development.

It is necessary to be exposed to linguistic models in order to learn a language. It's known this at a basic level because of recognizing that human only learn the languages they hear spoken around them, rather than any possible human language. At a deeper level, however we become aware that if certain conditions limit linguistic exposure, language development may be severely hindered. Such is the case with significant hearing impairment. Children who are born with deafness that limits their perception of sounds to those exceeding 60 dB, or about the intensity level of a baby's cry, generally

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<sup>27</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 262.

<sup>28</sup> Wasita, Ahmad, *Seluk-Beluk Tunarungu ...*, p. 19.

<sup>29</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 75.



will not be able to develop spontaneous oral language that approximates that of normal children.<sup>30</sup>

Children who born with losses exceeding 90 dB are considered deaf and will not develop speech and language skills spontaneously without educational and therapeutic intervention. Just as importantly such children will eventually demonstrate language comprehension difficulties, even when the mode of language presentation bypasses their problems of auditory reception.

Language development of the normal hearing children will go by these phases. *Reflexive vocalization phase* (0-6 weeks), *babbling phase* (6 weeks-6 months), *lalling phase* (6-9 months), *yargon phase* (9-12 months), *true speech phase* (12-18 months). Children, who have deafness since born, will be difficult to face those phases.<sup>31</sup>

Generally, children are given written language as the major task during the school years. They would find some difficulties if they did not already posses spoken language. Learning to read at high level poses a particular problem for deaf children. Without having any idea of what something sounded like, it's hard for them to read it. Researchers in developmental psycholinguistics involves study of the cognitive processes involved in reading and the development of adequate models that represent the acquisition of this skill.<sup>32</sup>

The deaf children's problem in acquiring and using the syntactic and semantic aspect of the language and in using such skills to develop proficiency in reading and writing are much more significant factors in their ability to succeed educationally and vocationally than is their typical articulation disability.<sup>33</sup> In general, deaf students have problems in

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<sup>30</sup> Gleason, Jean Berko, *The Development of Language*, (Ohio: Merrill Publishing Company, 1989), p. 370.

<sup>31</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 75.

<sup>32</sup> Gleason, Jean Berko, *The Development of Language*, p. 5.

<sup>33</sup> Gleason, Jean Berko, *The Development of Language*, p. 373.

comprehending many of the same structures that are troublesome for normally developing children; construction that violate typical subject-verb-object pattern in English, such as passive and embedded clauses. However modals, verb auxiliaries, infinities, and gerunds also be particular problems with for deaf children.<sup>34</sup>

Children with hearing impairment will be handicapped in their daily life. Generally, the extent to which a child is handicapped by hearing loss depends upon the degree of losses. The table below will show them<sup>35</sup>:

<b>Description</b>	<b>What can be heard without hearing aid</b>	<b>Handicapping effects (if not treated in 1<sup>st</sup> year of life)</b>
Slight hearing loss	Vowel sound heard clearly; may miss unvoiced consonant sound	Mild auditory dysfunction in language learning
Mild hearing loss	Only some of speech sounds, the louder voiced sound	Auditory learning dysfunction, mild language retardation, mild speech problems, inattention
Moderate hearing loss	Almost no speech sounds at normal conversational level	Speech problem, language retardation, learning dysfunction, inattention
Severe hearing loss	No speech sounds of normal conversations	Severe speech problems, language retardation, learning dysfunction, inattention
Profound hearing loss	No speech or other sounds	Severe speech problems, language retardation, learning dysfunction, inattention

<sup>34</sup> Gleason, Jean Berko, *The Development of Language*, p. 374.

<sup>35</sup> Shames, G.H. and E.H. Wiig, *Human Communication Disorders*, (Ohio: Merrill, 1986), p. 432.

Obviously, large hearing losses are more detrimental to language development than lesser losses. Additionally, while hearing aids may provide the children with the ability to hear some otherwise inaudible sounds, it cannot restore normal hearing function, especially in cases of severe loss. So that, it's important to understand how severe hearing impairment limits the children's access to linguistic input. Not all conversational occur face to face, and the deaf children miss those that take place out of their line of sight.

The current view is that despite deafness is a great barrier to normal speech development, few deaf children cannot be taught some speech. One of the reasons for this change is growing body of evidence that almost no children are born with absolutely no hearing sensation.<sup>36</sup> It means that although deafness affects to muteness, deaf person still has a hope to be able to speak.

## **B. English Language Teaching Learning**

One of important aspects in the educational process is curriculum. It is used before, while, and after process of teaching learning. The term of "curriculum" was firstly used in the statistics field of Greek era. This word comes from *carir*, means the runner, and *curere*, means race area. While curriculum means "distance" that must be passed by the runner.<sup>37</sup>

Nowadays the term of "curriculum" is used in the educational field. Sisdiknas stated that curriculum is a set of plan and arrangement of goal, content and material of a lesson also the method used as a teaching learning direction to attain a certain educational goal.<sup>38</sup> David Pratt has also defined

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<sup>36</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p. 271.

<sup>37</sup> Nurdin, Syafruddin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: *Quantum Teaching*, 2005), p. 33.

<sup>38</sup> Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 1, verse (19)

curriculum as an organized set of formal educational and/or training intentions.<sup>39</sup>

The definition above implicates need to be explicit.<sup>40</sup> *First*, a curriculum is intentions, or plans. They may be merely mental plans, but more commonly exist in written form. *Second*, a curriculum is not activities but plans, or blueprints, for activities. The word ‘program’ will be used to refer to learner activities that result from the implementation of a curriculum.

*Third*, a curriculum contains many other kinds of intentions, such as what learning students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the program, the materials and equipment to be used and the qualities required of teachers. *Fourth*, a curriculum involves formal intention, that is, intentions deliberately chosen to promote learning; it does not include random, unplanned, or nonlearning activities.

*Fifth*, as an organized set of intentions, a curriculum articulates the relationship among its different elements (objectives, content, evaluation, etc.), integrating them into a unified and coherent whole. In a word, curriculum is a system. *Sixth*, both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.

Dubin and Olshain in Celce and Olshain<sup>41</sup> defined curriculum as a document of an official nature published by a leading or central educational authority in order to serve as a framework or a set of guidelines for the teaching of a subject area in a broad and varied context. It emphasizes on the curriculum should state the goals, the rationale, and the guiding principles for subject teaching, in a broad sense.

Based on the definitions above, it shows that curriculum is not meant as material only. Instead, larger than it, curriculum is whatever activities done

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<sup>39</sup> Pratt, David, *Curriculum Design and Development*, (New York: Harcourt Brace Jovanovich, 1980), p. 4.

<sup>40</sup> Pratt, David, *Curriculum Design and Development*, p. 4.

<sup>41</sup> Murcia, Marianne Celce- and Elita Olshain, *Discourse and Context in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 185.

at school in order to influence the students in learning to attain a certain goal. Those activities include teaching learning activity, strategy used in the teaching learning, the way to evaluate the teaching learning, etc.<sup>42</sup> So that, curriculum always consists of goal and target, selection and organization of subject material, teaching learning activity, and evaluation.

One aspect in teaching learning that usually is thought same as curriculum is syllabus. Actually, they are different and have their own function within teaching and learning process. A syllabus, in contrast to the curriculum, is more particularized document that addresses a specific audience of learners and teachers, a particular course of study. Ideally, in this sense, a curriculum should be implemented through a variety of syllabus and each of these syllabus should be compatible with the overall curriculum.<sup>43</sup>

At the state level this would be mean that the curriculum provides general guidelines for all educational planners and policy makers and all material and courseware developers. All textbooks, supplementary materials, tests, and courseware would be designed so as to fit the goals specified in general curriculum.

According to the distinction made here between curriculum and syllabus, it follows that the curriculum should state the following: the goals, the rationale, and the guiding principles for language teaching, in a broad sense. The syllabus, on the other hand, should translate these guiding principles into specific goals, content, and activities to be carried out in a particular and well defined context. Obviously, the general principles apply to both the curriculum and the syllabus; it is mostly the degree and type of specification that differ.

There are three types of curriculum based on curriculum organization. Syafrudidin Nurdin<sup>44</sup> has mentioned them as follows:

- 1) Separated Subject Curriculum

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<sup>42</sup> Nurdin, Syafruddin, *Guru Profesional...* p. 32.

<sup>43</sup> Murcia, Marianne Celce- and Elite Olshtain, *Discourse and Context ...*, p. 185.

<sup>44</sup> Nurdin, Syafruddin, *Guru Profesional ...*, p. 42.

In this type of curriculum, subjects are separated each other. It means they are not related at all, so there are many subjects have limited scope. The materials given are only in scope of a certain subject.

Materials presentation in separated subject curriculum is arranged logically and systematically. For instance: mathematic can be delivered from the simplest material until the complicated one. Separated subject curriculum organization is simple, so it is easy to be planned and done. Its scope and sequence also doesn't drive any difficulty.

Although separated subject curriculum ease the teacher, it has some weakness. Separated subject actually is not relevant to the reality. The students are not educated in facing their daily life because the teaching learning is held only based on the materials given on textbook.

## 2) Correlated Curriculum

Differ from separated curriculum, this type of curriculum shows the correlation among subjects despite this curriculum notices the characteristics of each subject. There are five broad fields in this curriculum. They are social knowledge (combination of geography, history, civic law, economic, etc.), language (combination of reading skill, grammar, writing skill, composing, scrutinizing, and language knowledge), science (combination of science, biology, chemistry, and health), mathematic (combination of accounting, algebra, and statistics), and art (combination of dancing, singing, painting, carved, and drama).

## 3) Integrated Curriculum

In integrated curriculum, subject is centered on a certain problem or topic. The materials delivered at school adjust with the students' real life. The subjects at school help students in facing problems outside school. This type of curriculum is usually done through unit subject which a unit has a meaningful goal for students that is implemented in form of problem. To solve the problem, students are directed to do some activities that are integrated each other.

Integrated curriculum needs to combine the different dimensions, they are content (what is to be included in the course), process (how learning and teaching are to be implemented), and product (where the curriculum is to get implemented). Therefore, in an integrated curriculum the general goals of the program followed by a specification of four domains. The domains will consist of at least four types of content: thematic content, linguistic content, cultural content and subject matter content.<sup>45</sup>

#### 1. Teaching Material

English has widely used and learn around the world. In Indonesia, which English is not used to communicate in the daily life, English is called as a foreign language.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English.<sup>46</sup>

Here, the material delivered is the key of language teaching. It has significant role of teaching. It is a resource of what will be taught and learnt, source of activities for learner practice, and communication interaction.<sup>47</sup>

The material can be either authentic or made material. Authentic material is material taken from the real life. For instance in teaching English, teacher uses newspaper, magazine or book written in English. While made material is material that is made intentionally to support teaching learning process. Commonly, made material is written in form of textbook.

In an idealized model, materials draw on the content of a syllabus, reducing broader objectives to more manageable ones. In practice,

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<sup>45</sup> Murcia, Marianne Celce- and Elite Olshtain, *Discourse and Context ...* p. 194.

<sup>46</sup> Setiadi, Ag. Bambang, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 21.

<sup>47</sup> Richard, Jack C, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p. 251.

however course designs, although they may be available, possibly are not used by or are known to the teachers – most likely they are unknown to the learners. Indeed, the tangible element that gives language course face validity to many learners and teachers is the textbook. Although it is convenient to lump both together by calling them ‘materials’, in fact there are significant differences concerning the circumstances under which teacher-prepared materials and commercially sponsored textbooks come to be written, produced, and distributed.<sup>48</sup>

## 2. Teaching Method

Edward Anthony said that there are three hierarchical elements namely approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore is in harmony with an approach as well.<sup>49</sup>

Jeremy Harmer<sup>50</sup> also has differentiated those three terms. Approach refers to the theories of the nature of language and language learning that serves as the source of practices and principles in language teaching. Approach describes how the language is used and how its constituent parts interlock. In other words it offers a model of language competence. An approach describes how people acquire their knowledge of language and state the condition which will promote successful language learning.

A method is the practical theories of an approach. The originators of method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material will be helpful, and some model of

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<sup>48</sup> Dubin, Fraida and Elite Olshtain, *Course Design Developing Programs and Materials for Language Learning*, (New York: Cambridge University Press, 1987), p. 167.

<sup>49</sup> Brown, H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 14.

<sup>50</sup> Harmer, Jeremy, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 78-79.



syllabus organizations. Methods include various procedures informed by clearly articulated approach, they are easy to be described. The more all embracing they become, however the more difficult is to categorize them as real method in their own right.

A procedure is an ordered sequence of techniques. A procedures can be described in term such as *first you do this, and then you do that*. It's smaller than a method and it's bigger than a technique.

Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach and includes various procedures and techniques.<sup>51</sup>

The method used by the teacher has to be adjusted with students need. So, it demands teachers to have various methods based on the student condition. Teaching young children has different method from teaching adult. Also, the method used in teaching deaf children must be different from hearing children.

### 3. Teaching Assessment

One important part of teaching learning is assessment. It is used to measure the students' achievement over the period of time as the result of teaching learning.

There is no single definition of assessment. Assessment in one side is a tool to decide the qualification of a child for a certain service or to document child's acquisition skill. However, assessment is also a process of gathering information about a child' skills and needs from many sources and across many contexts to enhance the child's education. Assessment is also starting point of a child's education. Assessment result can influence the child's education for years to come.

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<sup>51</sup> Brown, H. Douglas, *Teaching by Principles ...*, p. 88.

Finally, assessments are used to evaluate the child's progress and the effectiveness of his/her educational program. Thus, accurate, comprehensive and applicable results are essential for child's education and personal success.<sup>52</sup>

Assessment in the classroom can be either formal or informal assessment. Formal assessment means measurements of language those designated moments during which the administrator prepared instrument to students to measure their competence.<sup>53</sup>

Informal assessment consists of all incidental, unplanned, evaluative coaching and feedback. This assessment is not for the purpose of recording results and making fixed judgments about a students' competence.<sup>54</sup> Informal assessment include formative and process, and formal assessment includes summative and product.

The UK English Benchmark Statement put assessment matters in a nutshell. The assessment of students should be explicitly linked to the learning processes and outcomes of their degree programs, which should recognize that assessment significantly influences how and what students learn.<sup>55</sup>

#### 4. Reinforcement

In classroom, a teacher must have some basic skills to support teaching process. Those skills are opening, closing, explaining, varying stimulus, questioning, reinforcing, guiding discussion, teaching group and individual skill. Reinforcement, as one of those teacher basic skills is very important to built good rapport between teacher and students.

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<sup>52</sup> Oregon Health & Science University, *Assessing Communication and Learning in Young Children Who are Deafblind and Who Have Multiple Disabilities*, (tp.: Oregon Health & Science University, 2009), p. 5.

<sup>53</sup> Brown, H. Douglas, *Teaching by Principles...*p. 384.

<sup>54</sup> Brown, H. Douglas, *Teaching by Principles...*, p. 402

<sup>55</sup> Chambers, Ellie and Marshal Gregory, *Teaching and learning English Literature*, (London: SAGE Publication, 2006), p. 161.

Dadang Sukirman<sup>56</sup> has defined reinforcement as a response given by teacher of students' good attitude, so it can motivate students to do it more. He also divides reinforcement into two types. They are as follows<sup>57</sup>:

a. Verbal reinforcement

Verbal reinforcement is a response given by teacher in form of speeches. Teacher can spontaneously praise the students when they answer the question correctly or do something good.

b. Non verbal reinforcement

Different from verbal reinforcement, non verbal reinforcement is in form of a certain action or signs. There are six kind of non-verbal reinforcement. *First*, mimic or body movement like smiling, clapping hands, rising thumb, etc. psychologically, students will happily receive those students' responses and will reinforce their learning result.

*Second*, approaching students by standing or sitting besides them. By doing this non-verbal reinforcement, students feel that the teacher pays attention to them. *Third*, touching, in order to motivate students and make effective learning result.

*Fourth*, fun activity, by giving chance to students to express their ability based on their interest. It will encourage students and increase their confidence. *Fifth*, giving symbol like star, checklist, written comment, etc as an appreciation to the students' achievement. *Sixth*, incomplete reinforcement. It is done when students only do their task partly.

## 5. Teacher Role

In teaching learning process, there are some aspects that should involve together to gain the learning aim. One of them is the existence of teacher. The teacher's role can be divided based on the teaching learning

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<sup>56</sup> Sukirman, Dadang, *Microteaching*,(Jakarta: Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2009), p.241.

<sup>57</sup> Sukirman, Dadang, *Microteaching*, p. 244-246.

stage. Before teaching, a teacher should compose a lesson plan and syllabus as the guideline in teaching process in order to create an effective and efficient teaching process.<sup>58</sup> In this stage, the teacher roles as a planner or designer.

After planning, the next stage is teaching. In this stage, the teacher is being facilitator, guider, teacher, and information source. These roles are done in balance in order to create appropriate learning atmosphere. The teacher is not too dominates the class and students can receive knowledge well.

The next stage is assessing. In this stage, teacher's role is evaluator. The teacher obligates to measure students achievement in mastering the materials given.

### **C. English Teaching Learning for Deaf Child**

The existence of people with disabilities were seemed to be denied by families, communities, and society in general Until the middle of twentieth century.<sup>59</sup> Deaf children are usually discriminated by others.

Hearing has a close relationship with language comprehension. Children with profound hearing loss may not hear any sound so that they can't imitate and produce it. Losing hearing or sight ability usually drives more serious difficulties than losing the other senses. In some cases, deafness affects more serious learning disability than blindness. Symbolic language use ability for deaf child is more difficult than for blind child.<sup>60</sup>

Those can be seen from the fact that the first learning of infants is often through sound response or hearing. Then, through early interpretation, and

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<sup>58</sup> Sukirman, Dadang, *Microteaching*, p. 295.

<sup>59</sup> Allen, K. Eileen and Glynnis E. Cowdery, *The Exceptional Child: Inclusion in Early Childhood Education*, (Canada: Wadsworth Cengage Learning, 2012), p.7.

<sup>60</sup> Enrica, Denis and, "Sekolah Inklusif: Konsep dan Penerapan Pembelajaran", trans. J. David Smith, *Inclusion, school for All Student*, (Bandung: Nuansa, 2012), p. 266.

finally children can speak by imitating sound. Verbal symbols learned then they are translated to written symbols. This is reading and writing process.<sup>61</sup>

Children with deafness or hard of hearing will get problems in the process above and another development. Basically, deaf children may face big problems in personal social and academics field.<sup>62</sup> But it doesn't mean that they can't be taught anymore. Deaf children can learn as hearing children.

Some principles must be aware by teacher in teaching deaf children and other difable children. Mohammad Efendi<sup>63</sup> has mentioned the principles as follows:

- 1) Love principle. This principle is basically receiving the deaf children with their condition and let them life as normal children.
- 2) Individual service principle. One difable child may be has different uniqueness from another one. So that, they need a different service based on their need.
- 3) Readiness principle. Difable children need readiness in receiving the lesson. Their weakness affect on their understanding ability.
- 4) Modeling principle. The using of appropriate model and media will make difable children easier to understand.
- 5) Motivation principle. This principle emphasize in the way teacher delivers and evaluates the lesson based on the children condition.
- 6) Study and work group. This principle teaches difable children how to socialize in their society.
- 7) Skill principle. Skill education has selective, educative, recreate and terapic function. It also as the preparation for the future life.
- 8) Behavioral growing and perfection principle. Physically and physically difable children behaviors are not good, so that it needs to be trained in order not to be the others attention.

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<sup>61</sup> Enrica, Denis, "Sekolah Inklusif: Konsep dan Penerapan Pembelajaran", trans. J. David Smith, *Inclusion, school for All Student*, p. 266.

<sup>62</sup> Enrica, Denis, "Sekolah Inklusif: Konsep dan Penerapan Pembelajaran", trans. J. David Smith, *Inclusion, school for All Student*, p. 267.

<sup>63</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 26.

Educating deaf children is not easy because the deafness blocks the children spoken language development. It drives a question whether spoken language contribute to the cognitive children development. The effects of deafness on cognitive development are therefore, quite diverse and complex due to the multitudinous ways in which families, societies and cultures react to and interact with deaf children and hence do not spontaneously learn to talk and comprehend speech.<sup>64</sup>

The problems faced by teacher of deaf children are difficult ones. Van Uden in Wasita<sup>65</sup> explained that language acquirement of deaf children whom taught with Maternal Reflective Method since at the age of two will master the language when they are 12 years old, where hearing children have mastered it at the age of 4. This fact will affect to their education, of course.

Considering this fact, the teacher will have the primary difficulty that is communication. Teacher of deaf children will face the challenge in communicating with the pupils and teaching them to communicate with others.<sup>66</sup>

To help deaf children joining the learning process, hearing aids can be used. Hearing aids is a system to exceed sound volume so that it reaches to the ear. Cochlear implant is a hearing aid placed in the inner ear through surgery.<sup>67</sup> An internal electromagnetic coil, with an electrode that runs into the cochlea of the inner ear, is placed in the mastoid bone behind the ear. An external coil is fitted on the skin right over the internal coil. Sounds are picked up by a microphone worn on the clothing and are sent on the cochlear nerve in the inner ear by way of external coil, internal coil, and electrode in the inner ear.<sup>68</sup>

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<sup>64</sup> Mayberry, Rachel. I, "*Cognitive Development ...*", p. 71.

<sup>65</sup> Wasita, Ahmad, *Seluk-Beluk Tunarungu dan Tunawicara*, p. 30.

<sup>66</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional ...*p. 277.

<sup>67</sup> Enrica, Denis, "Sekolah Inklusif: Konsep dan Penerapan Pembelajaran", trans. J. David Smith, *Inclusion, school for All Student*, p. 281.

<sup>68</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children ...*, p.270.

Although this aid helps the deaf children to hear, it doesn't mean this hearing aid makes normal hearing. Hearing aids actually makes the sound louder. The sound received differs from sound received by normal hearing.<sup>69</sup>

#### 1. English Material for Deaf Students

Teaching deaf students needs more preparation than teaching hearing students. Materials given to students have to be adjusted to the condition of students. For deaf students in Indonesia where English is not used in the daily life, learning English will be more difficult. It is because they have to learn at least three languages. First language they have to master is sign language, then bahasa Indonesia and English.

Students who are deaf may face some difficulties at students' abilities to<sup>70</sup>:

- a. Attend (tune in to what is going on).
- b. Concentrate and listen for long period of time without becoming tired.
- c. Access all information presented in the classroom.
- d. Make sense of new information.
- e. Learn new information incidentally.
- f. Respond quickly to question or command.
- g. Remember things.
- h. Improve their vocabulary and use new word appropriately.

Considering the problems above, teacher of English needs to prepare the material well. The time allotment of English teaching learning should be adapted to the student's ability in receiving the material. The material also should be clear, precise and written in plain English.<sup>71</sup>

Contextualizing the material with their real world is also important.<sup>72</sup> It is because the material that students have known will interest the students. Students also will get a clear description of the material.

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<sup>69</sup> Enrica, Denis, "Sekolah Inklusif..." p. 281.

<sup>70</sup> The National Deaf Children's Society, *Deaf Friendly...* p. 42.

<sup>71</sup> Mole, Judith and Diane Peacock, *Learning, Teaching and Assessment*, (Wolverhampton: University of Wolverhampton, 2005), p. 6.

<sup>72</sup> Gibson, John, "Research, Reading and Writing", *Odyssey*, (Vol. I, Spring/2000), p. 18.

The teacher of English should be more creative and work harder. The teacher of English can take some materials from various sources then modifying them in order to be more relevant to the students' basic knowledge. Internet can be a rich source if it is used properly.

There are some criteria of English materials can be approximately given to deaf students. They are stated as follows<sup>73</sup>:

a. Auditory materials

Audiotapes, videotapes, and other auditory materials can be translated into printed format to make them accessible to deaf students. When transcribing the video, be sure to mention any sound and action that may occur independently of the spoken text, and indicate settings or changes of scene as well.

The teacher of English can use assistive devices if available. These devices consist of a transmitter that sends electronically enhanced sound to receiver worn by the students.

b. Writing

In teaching writing skill for deaf, it is necessary to break up long sentence into the simpler one. Minimize using compound sentence and embedded of subordinate clauses.<sup>74</sup> Difficult vocabulary also should be reduced.

The meaning and application of the text is composed clearly. To connect the meaning of the text and the students' knowledge, use context as memory aid. If there is a new term, repeat the word numerous times in variety context.

c. Reading

The teacher of English should provide or adapt reading materials at appropriate reading level. Providing resource material at the same

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<sup>73</sup> Free Encyclopedia, "Hearing Impairment", <http://www.as.wvu.edu>, accessed on 13<sup>th</sup> December 2014.

<sup>74</sup> Burman, Diana et al., "Assessing Deaf Children Writing in Primary School: Grammar and Story Development", <http://www.interscience.wiley.com/pdf>, accessed on 12<sup>th</sup> December 2014.



reading level is also needed. To ease the students' comprehension to the text, use highly visual material.

## 2. Method in Teaching English for Deaf Students

There are three basic alternative teaching approaches for children with hearing impairment who can't develop their communication using hearing aid. They are manual method, oralism method and total communication method.<sup>75</sup>

Total communication is now the method choice of most teachers of deaf children. Depending on particular child and condition the teacher uses the combination of oralism and manualism by combining techniques as auditory training, speech reading, fingerspelling and sign language.<sup>76</sup>

In the English teaching learning, total communication is very important in order to make students easier understand the material. During teaching foreign language to deaf students, there should be emphasized the visual approach because visual communication carries 100% of communicative information for the deaf. All communication systems (sign language, finger spelling, lip-reading, written foreign language, written language of their country, pictures etc.) should be included in the teaching process. In the classroom of foreign language there are three languages present namely foreign language, sign language, spoken language of their country.

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<sup>75</sup> Enrica, Denis, "Sekolah Inklusif...", p. 283.

<sup>76</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children...*, p.286.

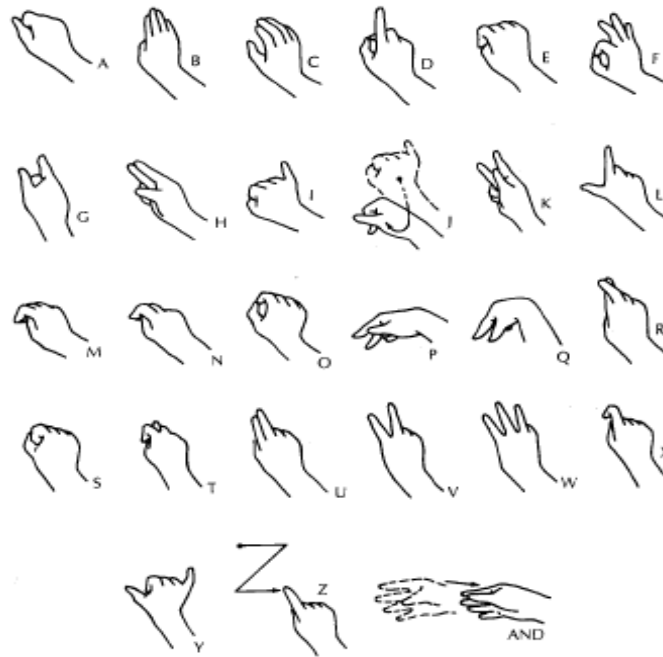


Figure 2.2. Finger spelling (Hallahan & Kauffman)

Total communication make students know English vocabularies and also understand their meaning into their native language. It is not necessary to teach all for skills – reading, writing, speaking and listening. Teachers should do research in their classes and ask students whether they want to learn speaking and listening mainly represented by lip-reading. Teacher should be also aware of the difference between the degrees of hearing loss.

Visual media gives significant understanding for deaf children in English teaching learning process. Make a match teaching model that uses real visual aids, picture card or word card can increase the student conversation skill, also make students more active, more fun and improving students learning result.<sup>77</sup>

Maximizing students' visual skill can be implemented by the use of cartoon. In teaching English, besides know the word, students also need to

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<sup>77</sup> Hastuti, Endah Dwi, “Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan Model Make a Match pada Siswa Tunarungu wicara dan Tunagrahita kelas VII SMPLB”, <http://jasianakku-sampel.blogspot.com/2012/01/meningkatkan-kemampuan-percakapan.html>, accessed on 7<sup>th</sup> April 2014.

know the meaning of the word itself. Cartoons come in a variety of forms and clearly demonstrate that a picture is often worth a thousand words. Cartoon can be used in teaching English expression and genre text. The use of cartoons allows students to acquire conversational skills and figurative language and to creatively examine interpersonal relationship, while presenting students with an amusing of life study.<sup>78</sup>

Using cartoons in the classroom can be rewarding and fun. Being creative in using cartoons to teach English to deaf students can be highly productive and successful. In teaching writing skill, cartoons can provide deaf students with an appropriate medium to become effective and successful writer.

Another method used to teach English to deaf students was introduced by Goldberg and Boardman in 1944 at Gallaudet University. The method is Oral-Aural (Audio-Lingual). This method involving drill and practice (mimicry and memorization) exercise commonly used in English as Second Language (ESL) instructions were adapted to teach grammatical structure to deaf students. It is done through print, especially constructions which deaf students usually find particularly troublesome.<sup>79</sup>

### 3. English Assessment for Deaf Students

There are four main purposes of educational assessment for children who are difable. *First*, assessment is aimed to determine eligibility for special education and other service. *Second*, to develop an educational program that fits the child's strength, areas of need and learning style. *Third*, to design appropriate interventions to enhance the child's learning experience. *Fourth*, to evaluate the effectiveness of educational program in facilitating the child's progress.

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<sup>78</sup> Smith, Chad E., "Letting Calvin and Hobbes Teach English", *Odyssey*, (Vol. I, Spring/2000), p. 38.

<sup>79</sup> Bochner, Joseph H and Gerard G. Walter, "Evaluating Deaf Students' Readiness to Meet The English Language and Literacy Demands of Postsecondary Educational Program", <http://www.oxfordjournal.org> , accessed on 12<sup>th</sup> December 2014.

Deaf students usually have difficulty in reading passage. In order to meet the deaf students' condition, the teacher of English should make some considerations in assessing them. *First*, deaf students' need extra time to read the question. So that, the examination paper should be phrased in a way that does not confuse students for example by using clear English, short sentence and direct question.<sup>80</sup>

*Second*, the examination instruction should be given clearly. Without an adequate instruction of English students cannot meet the demands.<sup>81</sup> *Third*, matching English text captions to picture can be used in a reading assessment. The students are given pictures and captions that represent the passage. For the more able reader, it involved skimming and scanning for key content words and for the gist of each caption. For the less able reader, it entailed 'reading aloud' with the teacher first and then going back and extracting the key points to complete the text matching activity.<sup>82</sup>

#### **D. Previous Research**

Research entitled "Penerapan Metode *Maternal Reflektif* dalam Pembelajaran Berbahasa pada Anak Tunarungu di Kelas Persiapan SLB Negeri Semarang" by Ririn Linawati.<sup>83</sup> She investigated the language learning for deaf children that using Maternal Reflection Methods in SLB Negeri Semarang.

The research conducted by the student of Semarang State University (UNNES) is a qualitative research because the data are descriptive. In this research she investigated the effectiveness of using Maternal Reflective Method in teaching language for deaf student.

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<sup>80</sup> Mole, Judith and Diane Peacock, *Learning, Teaching*.....p. 11

<sup>81</sup> Bochner, Joseph H and Gerard G. Walter, "Evaluating Deaf Students' Readiness to Meet The English Language and Literacy Demands of Postsecondary Educational Program", <http://www.oxfordjournal.org> , accessed on 12<sup>th</sup> December 2014.

<sup>82</sup> Swanwick, Ruth, "Deaf Children Strategies for learning English; how do they do it?", <http://www.leed.ac.uk> , accessed on 12<sup>th</sup> December 2014

<sup>83</sup> Linawati, Ririn (PGPAUD 1601408034), *Penerapan Metode Maternal Reflektif dalam Pembelajaran Berbahasa pada Anak Tunarungu di Kelas Persiapan SLB Negeri Semarang*, (Semarang: Skripsi UNNES, 2013).

The similarity of the research is both researches analyzed language teaching learning for deaf children. The difference is the research above focused on Indonesian Language, the deaf children native language, but this research focus on English Language, which is their foreign language.

Another previous research related to this study is the research that had been conducted by Tuti Rochanah. The title is *Problematika Proses Pembelajaran PAI pada Siswa Tunarungu SDLB-B di SLB Marsudi Putra I Bantul Yogyakarta*.<sup>84</sup> It is a thesis of Sunan Kalijaga State University for Islamic Studies (UIN Sunan Kalijaga) Yogyakarta.

In this research, she analyzed the problems occurred in the Islamic education teaching learning at SDLB-B di SLB Marsudi Putra I Bantul Yogyakarta. Her research is similar to this study in form of the object of the research. Both of them focus on deaf children learning process.

The research conducted by Tuti Rochanah has differences to this research. She focused on the problem faced by teacher in Islamic studies teaching learning, while, this research focuses on English teaching learning in terms of material, method and assessment. There are six problems found by Tuti Rochanah.

*First*, the problem related to the teacher's competence. The teacher was graduated from SGPLB-C which is teacher for mental retarded children. *Second*, the students were deaf and mute. *Third*, teaching plan didn't adjust to the students' condition. *Fourth*, classroom was too small because at SLB Marsudi Putra prepared one room for some classes. *Fifth*, time allotment for teaching learning process was not effective. *And sixth*, the use of media was not optimal.

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<sup>84</sup> Rochanah, Tuti (PAI 05410027), *Problematika Proses Pembelajaran PAI pada Siswa Tunarungu SDLB-B di SLB Marsudi I Bantul*, (Yogyakarta: Thesis UIN Sunan Kalijaga, 2009)