

# CHAPTER I

## INTRODUCTION

### **A. Background of study**

English language teaching strategies for deaf students plays important role in the learning process. Shukla & Dungsungneon (2016) argue that role of teaching strategies can benefit students in such inculcation where students can analyse, interpret, reason out, synthesize, and evaluate classroom activities. The teachers who teach English language for deaf students also have a strategies. Swanwick (1996) finds that the context of deaf education is obviously problematic because of the barriers experienced by the learners in accessing the full spoken form.

In Hankebo's research (2018) is about exploring the experiences of deaf teachers in inclusive class in that research the researcher interviewed and observed several deaf teachers, after that the researcher find that most of the teachers are using sign language to teach the deaf students but some of teacher cannot do the lesson well because of the lack of experience from the teacher. But, not all the teacher use sign language some of them use body language for some lesson.

Otherwise, Training and Technical Assistance Centers (TTAC) Online (2018) convey that the teachers have to develop knowledge and skill based for these challenge in order to make them become successful and independent English language learners. Maltzan (2002) indicates deaf students' performance on problem solving tasks and word problems falls below that of their hearing counterparts. In some case students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction.

In addition Deaf Children Australia (2012) clarifies the strategies to teach English for deaf students such as: General suggestion, the physical environment, teacher instruction, and completing assessment.

Swanwick (1996) identifies the teaching language strategies into three areas, such as: Production strategies, Process strategies, and language learning strategies. In this study the researcher want to know whether the teacher will use strategies that Swanwick identified before.

A key aspect of English language teaching strategies for deaf students is that teacher should have the deeper understanding about deaf students and how to handle them and the teacher should also have a wide knowledge. The current practices identified in the examination of literature done by Easterbrooks and Stephenson (2014) are strategies used by deaf educators in academic areas.

The application of English teaching strategies for deaf students is different from normal students. Strategies which is applied for normal students are not effective for deaf students and it must use specified strategies, therefore the researcher will do the research about exploring English language teaching for deaf students.

## **B. Scope and limitation of study**

The study is focused only in the strategies that teachers use in teaching English language for deaf students and the researcher will interview some teachers and a deaf student with his/ her parent. The place of the study take in one of SLB schools that located in Surabaya.

### **C. Research question**

The question from this research are:

1. What strategies do teachers use to teach English language for deaf student?
2. How is the implementation of the strategies in the classroom?

### **D. Purpose of the study**

1. To know what strategies that teacher used to teach English language for deaf student.
2. To know how the implementation of the strategies when in the classroom.

### **E. Significance of the study**

The significance this study for the reader the result from this study will help them to know what strategies that teacher use to teach English language strategies. For the researcher the benefits of this study the researcher will know the strategies to teaching English language for deaf students and how to apply the strategies when the learning begin. For the English teacher deaf student it will provide very helpful because this study can make as their guidelines to teach the deaf students and what strategies that they must use to teach the deaf student.

## **F. Definition of Key Term**

- **Teaching Strategies**

Rubin (1975) defined learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. Cohen (1998) states that language learning strategies are defined here as the steps or the actions consciously selected by learners either to improve the learning of an additional language the use of it, or both, being consciousness on the part of the learner the essential element in the use of a strategy. Griffith (2018) identified that language learning strategies are actions chosen for the purpose of learning or regulating the learning of language.

- **Deaf Students**

Somad and Hernawati (1996) define that the notion of deafness is someone who experiences a lack or loss of ability to hear either partially or entirely due to malfunctioning part or all of the hearing device.

- **Process Strategy**

Based from the teacher definition process strategy is process that teacher done step by step to achieve the understanding of English language.

- **Total Physical Response**

The definition of this strategy based from the teacher is strategy that used the body language to communicate and answering the question from the teacher.

- **Cooperative Strategy**

Based from the teacher definition Cooperative strategy is strategy that involves small groups of the students

and work together to achieve the understanding of English language.

- Question and Answer, Discussion, and Lecture

The meaning of *question and answer strategy* is a strategy used after the students have read. *Discussion strategy* is strategy that develop the speaking skill and confident to give the thought in front of others. *Lecture strategy* is the strategy that the teacher will do the explanation during the lesson to the students.