

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Hearing Impaired

##### 2.1.1 Definition of Hearing Impaired

Hearing impaired children have a trouble in their hearing sense, so, they will get obstacle to respond some outside sounds and face the problems to communicate or deliver their ideas toward peers hearing impaired or normal children. Those problems will barrier individual development, their intelligence, and their performance competency as social society. Based on Sumardi (1996) he stated that someone who get abnormal or broken in special nerve which barrier them to understand a spoken utterance through their hearing sense by an aid or without hearing aid is called hearing impaired.

Meanwhile, according to Dwidajosumarto (1980) on Somantri (1996) stated that someone classify into two categories, they are deaf and hard hearing if they are not able to hear or have a little trouble in their hearing sense

Furthermore, Salim (1984) on Somantri (1996) concluded that hearing impaired is a mall function of all or a part of hearing ability because someone gets a little trouble or lost their hearing ability and will give impact on their language development.

Considering on those experts above, the researcher concludes that hearing impaired children is someone who lost or breaks some part of or all of hearing sensor and can not be function as normal even thought, it is helped by a hearing aid.

##### 2.1.2 Characteristics of Hearing Impaired Children

Children who get obstacle in hearing sense usually have some characteristics as saidon Sardjono (1997) are displayed as below:

a. Special physical characteristics:

1. The way of walking are usually faster and rather crouch

2. Movement of the eyes are fast and rather furious
3. Movement of part of body are fast and active
4. When they speak, their throat has rather problem and in a short time, but, in usual condition is normal.

b. Special intelligence characteristics;

The intelligence of hearing impaired children is not difference with normal children as potential. Meanwhile, there is a little difference in functional intelligence because for the hearing impaired is lower than normal.

c. Specific emotion characteristics

1. Emotion pressure is able to barrier their personality development and shows some behavior aspects: introvert, aggressive or vice versa, they shows doubtless and unstable emotion. They also easier to be angry and offended.

2. Specific social characteristics

1. Having an underestimate by the family and society
2. Feeling envy and wrong perception toward others because they treats in unfair
3. Having difficulty in interaction, easy to get angry, aggressive or vice versa
4. Easy to get boring and can not think in long time

3. Specific language characteristics

Speech and language competence of children with hearing impairment is different with the hearing children, since language development is influenced by listening competence, they will lack of new vocabulary because they cannot hear what opponents said. They also have difficulty in delivering the metaphor, style and rhythm of language. In the other hands, Uden on Bandi (1997) cited that special characteristics of hearing impaired children are:

- a. Having egocentric is bigger than normal children because the hearing impaired has narrow world in understanding some moments
- b. Having fear feeling to live, so, they have doubles feeling
- c. Always showing dependent on others because their worried
- d. Their attention is difficult to change while they are interested with something.

### **2.1.3 Education for Students with Hearing Impairment**

Education for deaf children begins in 1930 at London, which is an educational institution which is an educational institution for children with hearing impairment, founded by Miss. Roelfsma Wesselink, an ENT (THT) doctor's wife. Then in 1938, in Indonesia a school for deaf children is also established at Wonoso by the Charity brocdor which cooperate with the school for deaf children in the Netherlands. In the following stage, in the aftermath of independence, the development of education and schools for deaf children are more scattered at various areas, especially after the opening of the school teacher for children with disabilities (SGPLB) at Bandung in 1952. This development is not longer related to the number of schools but related to the well done education program (Suparno,2001).

The United States Department of Education has defined special education as specially designed instruction to meet the unique needs of a child with a disability. Special education refers to distinctive provision, including education, for pupils with disability/ disorder. It is informed by a range of foundational disciplines, and encourages academic progress and personal and social development. Special education has identifiable aims and methods Michael Farrel (2009). Extraordinary or special education is education which is strived or aimed for children who have anomaly, whether physic anomaly, mentality even emotional anomaly. One of physic anomaly is hearing impaired P.Somad & Tati H(1996). From

definitions above, schools for students with special needs (Sekolah Luar Biasa) is school which is specially designed for children who have special needs or ability from the same anomaly. In Indonesia, the unit of education for students with special needs or special ability is nearly same with proper education as uttered in UU RI no. 2 1989. They have: kindergarten for students with special needs (TKLB), at least 1 to 3 years studying time, primary school for students with special needs (SDLB) with studying time at least 6 years, junior high school for students with special needs (SMPLB) with studying time at least 3 years, and senior high school for students with special needs (SMALB), at least 3 years studying time P.Somad & Tati H (1996).

In Indonesia, there are six kinds of school for students with special needs (Sekolah Luar Biasa):SLB / A is school especially designed for students with blindness. SLB / B is school especially designed for students with hearing impairments.SLB / C is school especially designed for students with mental retardation.SLB / D is school especially designed for students with orthopedic impairment. SLB / E is school especially designed for students with unsociable. SLB / F is school especially designed for students with supernormal ability, for example: gifted, genius, and superior. But this school still has not been able to apply in Indonesia Sutratinah(1984).

Bratanata and Katamso (1977) explained that, the aims of education of students with special needs in Indonesia, are:

1. Children become citizen which obedient to Pancasila and to the great unity God.
2. Children have healthy physical and spiritual.
3. Children consider their ability, consider and accept their condition positively and always struggle to improve it.
4. Children gain knowledge and live skill: able to communicate, understand and respect other opinion, interpret the live phenomenon's which always change.

5. Children gain knowledge and skill for future life: have responsibility for themselves and their environment, and able to look for means of life hood.
6. Children are able to help themselves, build their safe and happy feels to their family and environment.
7. Children grow with good and glorious character, and consider their responsibility to family, environment and government.

#### **2.1.4 Teaching Students with Hearing Impairment**

In the past decades, people assumptive that children with hearing impairment especially for whom get it from the birth or before able to speak, have not ability in everything. This is irresponsible assumption, since the basic of children with hearing impairment have potential which can be developed through education system P.Somad & Tati H(1996). Generally, intelligence of children with hearing impairment potentially is same with the ordinary children. But functionally, the growth of it is influenced by their language competence, limited information, and their abstract energy. Their hearing impairment obstruct the process of enriching knowledge. Their cognition growth is much influenced by their language development, so obstacle in language will obstruct their intelligence. Low intelligence of children with hearing impairment is not originated from their intelligence obstacle, yet their intelligence has not a chance to grow. Giving arranged guidance and education especially in language competence will help their intelligence development Soemantri (2006). So, teaching students with hearing impairment will enhance their development of cognition, academic achievement, and social competence.

The U.S. Department of Education (2009) also reported that about 87% of students who are deaf or hard of hearing spend a portion of the school day in general education classrooms. Students who are deaf or hard of hearing are often at risk for not developing

social relationships because they may not have the language skills or have not learned how to engage in socially appropriate behaviors, such as carrying on conversations, making friends, and dealing with conflict Hauser & Marschark (2008); Stinson Whitmo, & Kluwin, (1996)

The challenge for both general and special education teachers who have not received specialized training to work with students who are deaf or hard of hearing is in knowing how to provide quantity and quality of services needed to access the academic content and social interactions of the general education setting. As noted by the U.S. Department of Education (1992), because deafness is a low incidence disability, there is not widespread understanding of its educational implications, even among special educators. This lack of knowledge and skills in our education system contributes to the already substantial barrier to deaf students in receiving appropriate educational services.

### **2.1.5 Teaching to Students with Hearing Impairment**

One of compulsory subjects which are taught in junior high school, senior high school, and in all departments of university even in school for students with special needs (SLB), but not all special education (SLB) include as compulsory subject. Hence, the Indonesian government always makes effort to improve the quality of society especially adult generation through many ways; capability in , in order to be able to confront the competition in globalization era.

Since is important thing, the teacher should have an interesting technique in teaching language. The teacher should be able to apply various techniques in presenting the material to students, in order to make the students interested in and mastered the material. But teaching is not as simple as getting students to stand up or sit down. The teacher should struggle to make students motivated and fun in learning. Even though it will take more time and effort since is not their first or second language. Moreover, teaching to students with different

ability in hearing impairment, will take extra efforts. Because they cannot hear, so the teachers have to deliver the material using note, picture, sign language. Students with hearing impairment can understand what other people say with: hearing aids, note, sign language, lip reading, picture. Hence, before teaching them, the teachers have to know what students used for hearing aids. For teaching to students with hearing impairment, the teacher has to consider and adapt the material with the characteristics of students with hearing impairment.

## **2.2 Vocabulary**

Vocabulary is one of important components in learning English. It is important to master vocabulary even though for the learners with special needs, because it is the basic component that should be mastered by the learners before they learn further.

### **2.2.1 The Definition of Vocabulary**

Vocabulary is a basic component of a language. Students who want to be successful in the language skills have to master larger number of vocabulary. Moreover, mastering larger number of vocabularies add someone's skill to communicate, makes easier to study a certain language and to get more information. Vocabulary is a component of language that maintains all of information about meaning and using word in language, Harimurti K (2006). It means that vocabulary gives information about the meaning of the words.

Vocabulary also becomes one of the language components that can affect macro skills. Some experts also proposed definition of vocabulary. Jakson and Amvela (2000) asserted that the terms of vocabulary, synonymous are lexis and lexicon. Nunan (1999) also stated that the vocabulary is a list of target language words. Furthermore, Richards and Schmidt (2002) asserted that vocabulary is a set of lexeme, including single words,

compound words, and idioms. The vocabulary is the total number of the words which make up a language, Hornby (2002).

Based on definition above, the researcher conclude that vocabulary is a list of collection of words which is taken by integrated from speaking, listening, reading, and writing skills.

### **2.2.2 The Importance of Vocabulary**

Vocabulary is essential language components. When students are listening native speaker who is talking or they listening to music they need a lot of vocabularies to help their understanding and opposite meaning. Thus, when they communicate with their friends, they also need some vocabulary to facilitate their communication. So, vocabulary is tremendously influence on students proficiency in producing .

The importance of vocabulary also describe by Finocchiaro in Martasari (2004), he says that vocabulary mastery is needed to develop the four aspects of communication there are : listening, speaking, reading and writing. It means that without mastering vocabulary, a learner will find difficulty in communication due to the fact that vocabulary is the bridge to develop the four language skills. It is equivalent with Hidayati (2013) statement, she said that the students must conclude vocabulary mastery as their first priority in learning , because without mastering vocabulary, students will face difficulty in mastering other language skills.

Based on explanation above, the ability to master vocabulary as much as possible is very important, the students will not be able to communicate well without mastering a lot of vocabularies even though they understand well about the grammar pattern.

### **2.3 Developing Material**



In developing the material, the researcher must know the characteristic of the students. In this case, the researcher takes the seventh grade of hearing impaired student as the subject. Visualization media plays an important role in student learning with a hearing loss, it makes the researcher will be inspired to create the visual media to help students to understand learning, especially learning vocabulary. In this case the researcher uses a picture series as a medium that fit the needs of deaf students. This is in line with the opinion of the expert, Hallalan&Kaufman (1991) they stated that there are three teaching technique for hearing impaired students, they are: oral communication, manual communication and total communication. Almost of the teachers use total communication which attempts on combining oral and manual communication. This technique emphasizes on visual treatment for the students who get difficulty in hearing sense. Thus, the material development could be useful for hearing impaired students so, they get understanding their vocabularies easily.

### **2.3.1 Need analysis**

Need analysis refers to process of identifying and evaluating the learners need to adapt with the learner requirement. Titcomb (2000) explained the definition of need analysis is the process to discover the needs of particular group of people. The term needs means the needs in the future not the needs in the past. In analyzing the need, information is needed to know they need, we can take the data from observation, interviews, test and questionnaires.

In this study, the researcher used a reference from Hutchinson and Waters (1987) they stated that there are two types of needs which should be analyzed. Thus, the need analysis focuses on the need into two major, they target needs and learning needs. The target needs, where the researcher identify and analyzes what are learners need in target situation. The learning needs, where the researcher as observer analyze what the students need to support their learning activities.

### 2.3.1.1 Target Needs

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation Hutchinson and Waters (1987). The analysis of target needs of the students, it is better to know their necessities, lack and wants, Hutchinson and Waters (1987) , they are :

#### a. Necessities

This target needs refers to the things or necessities that should be possessed by the ones according to the demands of the target situation. Thahir (2001) asserted, these needs mean the competence that the one has to have in order to perform effectively in the target situation..

The teaching learning process which conduct in SLB, is less in media while teaching learning process. Knowing the situation they really need media in teaching learning process, besides the teacher used traditional method while teaching, thus they need a new method while teaching learning process like picture series as their necessities

#### b. Lacks

Analyzing the lack of someone can be recognized when we have already known what the one has already understood about the target situation. If the lacks of the students have been discovered, then it would be easier for the teacher to design vocabulary material.

In SLB especially for hearing impaired student, the teacher still used traditional method and also not used the media while teaching learning process., because there is no media can be used.

#### c. Wants

Wants defined as the learners' thought about what they want to know and it is very personal and based on the learner perceived needs. Learner perceived needs are important factor in motivating the learner to learn a subject. The teacher is required to find out what the learners' wants from the teaching and learning process.

While conduct in hearing impaired student, they wants media while teaching learning process, because for hearing impaired student emphasize on visualization, so here the used of picture can help them when they learn .

### **2.3.1.2 Learning Need**

Hutchinson&Waters (1987) asserted that learning needs relies on the need, restriction and competency in the learning situations in order to help the students to achieve their goals in learning. Meanwhile, according to Mohammadi & Mousavi (2013) learning need is about what the learners have to carry out in order to learn in the course. Derived from those meaning, it can infer that learning need means the strategy that should be used in order to learn.

In this context, the researcher used interview and questionnaire to get the learning need. The researcher do interview to the teacher which is teaching hearing impaired student and do questionnaire to the students in hearing impaired student on seventh grade which is consist of five students.

## **2.4 Picture Series**

In general meaning, media classify into three types, namely ; auditory media, visual media, and audio-visual media (Djamarah and Zain in Hasninda .2011). Media in this study refers to is a series of picture in visual media. Sapari in Hasninda (2011) argue that picture series of media is a series of picture which consist of two to six picture which is tell the story that can assist the student to explain what they though, each picture can arrange to the sentences and also into to paragraph. Equivalence with Rivai and Sudjana( 1991) about picture series, they stated that picture series is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that were far from us.

Students can construct their knowledge during teaching learning by using media. One of the

media is picture series which draw a story. Picture series is the row of picture that has relationship each others. Media which can be used to make the students learn more easily and the teacher taught easily is the main part of the learning process.

Based on Sudjana&Friends (2002) they stated that the benefit of media there are to motivate the student because it make the students attention, and also the teacher has many method to teach. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning. The existence of instructional media like picture series have specific functions and benefits that can support a quality learning process. The function and the benefits instructional media will be linked to the shape and type of media that are used, such as the picture series which several pictures that have relevance pictures with other picture. Picture series media is a kind of visual media or just have a chart element. According to Levie&Lentz in Arsyad (2011), four function of visual media in learning they are : attention, affective, cognitive, and compensatory function.

The passive attitude of the students can overcome from the use of appropriate media and variety education, because learning to use the media can lead to the excitement of learning, allowing a more direct interaction between students and their real environment, and allows students to learn on their own according to their ability and interest Budiman (2011).

To understand the way of the picture series, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get ideas more realistic in understanding but it will make them understand well what they can not hear the explanation from their teacher. They can predict the meaning of the picture which related with the material they have done. The picture give the schemata to the students to construct idea from their background knowledge and experience.

Students will not success in communication to express their ideas, opinion and also their feeling without more practices every times in learning activities. Meanwhile for special students with hearing impaired, which the teacher needs special technique to teach them so they can understand well what the meaning of their material. One of them is picture sequence or picture series. Many expert propose the concept of picture series. First, Jayadi, (2007) he posed that picture series can call flow chart or arrange picture. This media having contain a pictures, those picture related each other so will shape one of story series . Similar with Jayadi, Arsyad (2004) also stated that picture series is a picture which having sequence activity or the story which present sequentially. Meanwhile, according Arief. S. Sadiman (2003) he stated that picture series media include visual media, the deliver of message by using verbal communication symbols and the function to interact the student attention when they learning .

Based on argument above , can be explained that picture series is one of learning media which include in visual media, the message will be deliver in verbal communication symbols and form of sequence of activity or story which present sequentially. Picture series media itself to blend a different picture but related so constitute a theme or sequence of story.

## **2.5 Review of Previous Study**

The previous study was reviewed in order to avoid plagiarism. This study intends to develop vocabulary material that use picture series for hearing impaired students in seventh grade. In this study, the researcher use a research written by Musyarofah which was entitled **“Upaya Meningkatkan Perbendaharaan Kata pada Anak Tuna Rungu melalui Media Variasi Gambar pada Kelas I/B Semester II SDLB Negeri Cilacap Tahun Pelajaran 2008/2009”**. **“Improving Vocabulary for hearing impaired students through picture for I/B class in second semester at SDLBN Cilacap “**

From this study, it is known that the condition of deaf students are more likely to know the function of an object from the object's name, so they tend not to know some of the vocabulary in form of a noun, verb, it shows that vocabulary learning for deaf students is indispensable.

Another previous study, research written by Suhaimi which was entitled **“Meningkatkan Kemampuan Membaca Pemahaman Melalui Ganbar Berseri bagi Anak Tuna Grahita Ringan Kelas DIII Yapem Tarusan Pesisir Selatan .”** Improving reading ability through picture series for mild mental retardation students grade D III SLB Yapem Tarusan South Coast. In her study , she used classroom action research during research, and the data showed that the student with mild mental retardation on D III grade get increasing in understanding reading ability.

The last pervious study written by Benazir, Markis Yunus,Kasiyati, which was entitled **“Meningkatkan Kemampuan Komunikasi melalui Kartu Gambar Berseri bagi Anak Autis Padang Harapan Bunda.** “Improving communication ability through picture series card media for autism student at Padang Harapan Bunda”. The research showed that the use of picture series card can improve the communication ability the autism students.