

**ANALYSIS OF ENGLISH LEARNING STRATEGIES USED  
BY THE DEAF STUDENTS IN SLB-B KARYA MULIA  
SURABAYA : A CASE STUDY**

**THESIS**

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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

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**THESIS**

**Presented to  
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in partial fulfilment of the requirements  
for the degree of *Sarjana Sastra***



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**2014**

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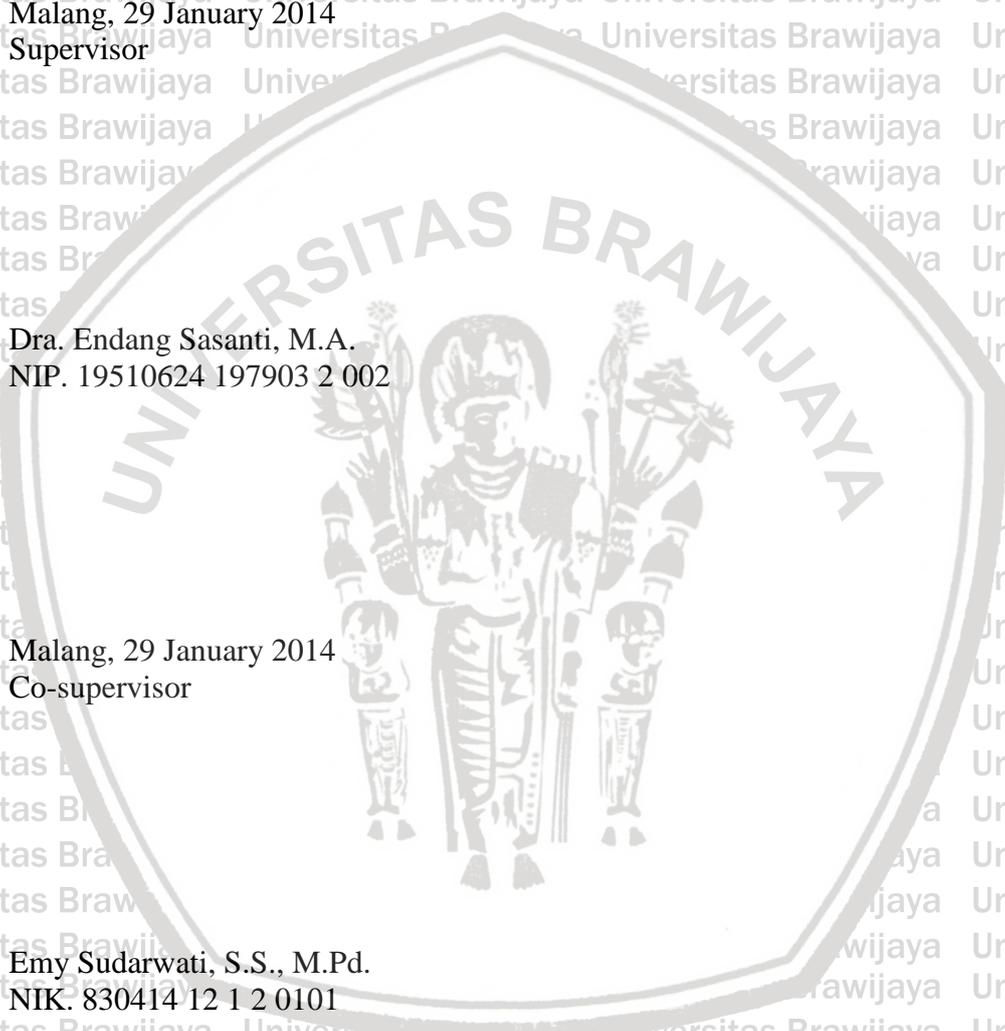
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The writer



## ABSTRACT

Iskandar, Ismi Berliantika. 2014. **Analysis of English Learning Strategies Used by the Deaf Student in SLB-B Karya Mulia Surabaya: A Case Study.** Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Endang Sasanti; Co-supervisor: Emy Sudarwati

Keyword: Language Learning Strategies, Deaf

English is the most widely used language for International communication that has been recognized worldwide. So now in Indonesia, English is given to almost all students, including students with special needs is also commonly called disables. However, the deaf students still have difficulty in applying English. This occurs because English is a foreign language in Indonesia. Another cause of difficulty in learning English is about students' habit. Facing that phenomena, the language learning strategies are needed. This study only focuses on the learning strategies performed by the deaf student when learning English.

The approach used is qualitative study. This study was a case study. The respondents of this study were two students, male and female. The writer conducted the interview with the respondents and teacher. The writer collected the data by selecting deaf student attending class 2, recording and conducting interviews, identifying the learning strategies used by the student, and classifying the learning strategies used by the student. The data analysis was conducted by analyzing the results of the interview, comparing the results of interview with students' English grades for learning and drawing conclusion based on the problems of study and the result of data analysis.

The result of this study shows that memory strategies are the most strategy used by respondents whereas affective strategies are the least strategy used. In addition to using these strategies, the support from teachers and parents is very important to help them learn a new language.

The writer suggests for the students to combine learning strategies with each other. The writer also suggests the teacher to add other teaching innovations that can help students learning English lessons. The last suggestion is for the future researchers to do a closer and spacious study with deaf students.

## ABSTRAK

Iskandar, Ismi Berliantika. 2014. **Strategi Pembelajaran Bahasa yang Digunakan oleh Siswa Tunarungu di SLB-B Karya Mulia Surabaya: Studi Kasus.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Endang Sasanti (II) Emy Sudarwati

Kata Kunci: Strategi Pembelajaran Bahasa, Tunarungu

Bahasa Inggris adalah bahasa yang sebagian besar digunakan secara luas untuk komunikasi International yang telah diakui seluruh dunia. Sehingga sekarang ini di Indonesia, Inggris diberikan kepada hampir semua siswa, tidak terkecuali siswa dengan kebutuhan khusus yang biasa disebut penyandang cacat. Namun, siswa-siswa tunarungu masih mengalami kesulitan dalam penggunaan bahasa Inggris. Ini terjadi karena bahasa Inggris adalah bahasa asing di Indonesia. Alasan lain dari kesulitan dalam bahasa Inggris adalah tentang kebiasaan siswa-siswa. Melihat fenomena tersebut, strategi belajar bahasa dibutuhkan. Studi ini hanya fokus pada strategi belajar yang dilakukan oleh siswa tunarungu ketika belajar bahasa Inggris.

Pendekatan yang digunakan adalah kualitatif. Studi ini adalah studi kasus. Peserta penelitian ini adalah dua siswa, laki-laki dan perempuan. Penulis melakukan wawancara dengan responden dan guru. Penulis mengumpulkan data dengan memilih siswa tunarungu kelas 2, merekam dan melakukan interview, mengidentifikasi strategi belajar yang digunakan siswa tunarungu, dan mengklasifikasikan strategi belajar yang digunakan siswa tunarungu. Data analisis dilakukan dengan menganalisis hasil dari wawancara, membandingkan hasil wawancara dan menarik kesimpulan berdasarkan masalah pada studi dan hasil dari data analisis.

Hasil penelitian menunjukkan bahwa strategi memori yang paling sering digunakan oleh responden sedangkan strategi afektif merupakan strategi yang paling sedikit mereka gunakan. Selain menggunakan strategi tersebut, dukungan dari guru-guru dan orang tua sangat penting membantu mereka belajar bahasa baru.

Penulis menyarankan untuk siswa-siswa agar mengkombinasikan strategi belajar yang satu dengan yang lain. Penulis juga menyarankan kepada guru untuk melakukan inovasi-inovasi mengajar lainnya yang dapat membantu siswa-siswa mempelajari pelajaran bahasa Inggris. Saran terakhir adalah untuk peneliti selanjutnya untuk melakukan penelitian lebih dekat dan luas dengan siswa-siswa tunarungu.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>ii</b>
<b>SUPERVISORS' APPROVAL</b> .....	<b>iii</b>
<b>BOARD OF EXAMINERS' CERTIFICATE OF APPROVAL</b> .....	<b>iv</b>
<b>ACKNOWLEDGMENTS</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>

### CHAPTER I INTRODUCTION

1.1 Background of Study .....	1
1.2 Problems of the Study .....	4
1.3 Objectives of the Study .....	5
1.4 Definition of Key Terms .....	5

### CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Theoretical Frameworks .....	7
2.1.1 Second Language Acquisition .....	7
2.1.2 Language Learning Strategy .....	8
2.1.2.1 Language Learning Strategies by O'Malley and Chamot (1990) .....	9
2.1.2.2 Language Learning Strategies by Oxford (1990) .....	9
A. Direct Strategies .....	11
1. Memory Strategies .....	11
2. Cognitive Strategies .....	12
3. Compensatory Strategies .....	13
B. Indirect Strategies .....	14
1. Metacognitive Strategies .....	14
2. Affective Strategies .....	15
3. Social Strategies .....	16
2.1.3 Deaf .....	16
2.1.4 History of Education for Deaf .....	19
2.1.5 Profile of SLB-B <i>Karya Mulia</i> Surabaya .....	20
2.2 Previous Studies .....	22

### CHAPTER III RESEARCH METHODS

3.1 Types of Research .....	25
3.2 Data Sources .....	25
3.3 Data Collection .....	25
3.4 Data Analysis .....	26

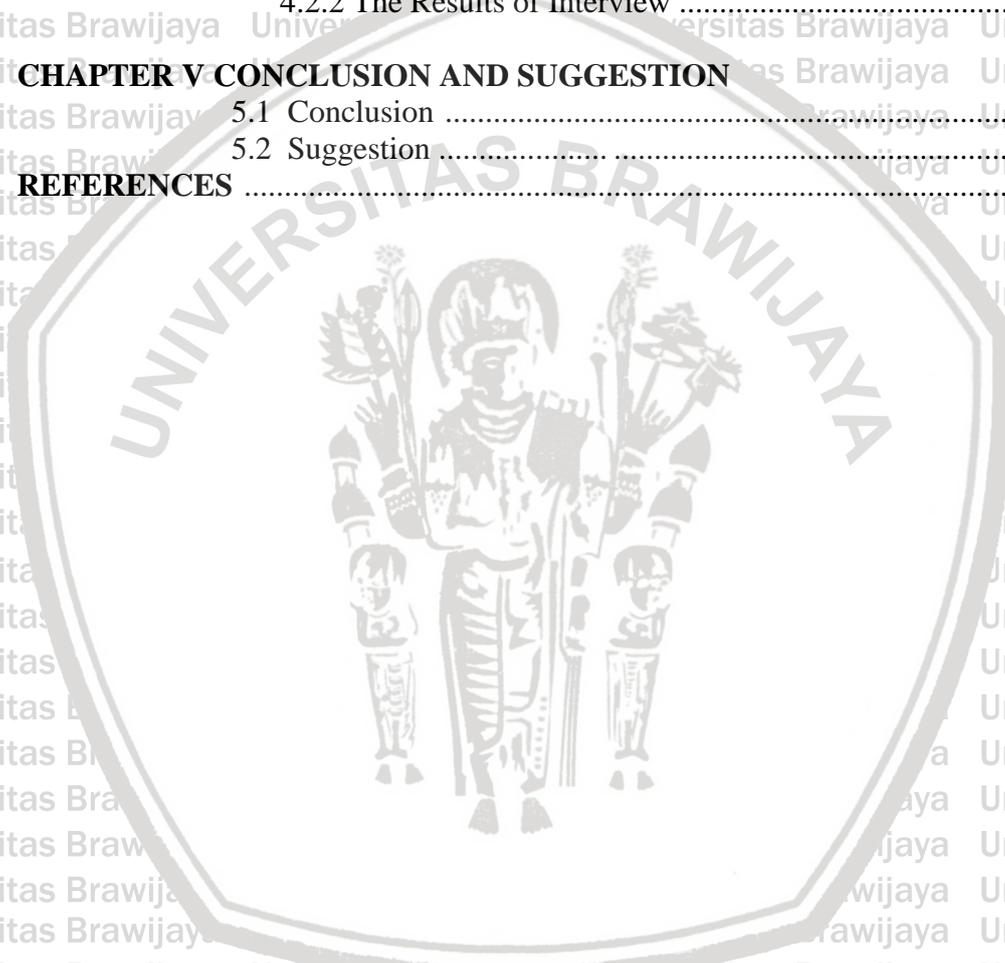
## **CHAPTER IV FINDING AND DISCUSSION**

4.1 Finding .....	27
4.1.1 Language Learning Strategies Applied by the Respondents .....	27
4.1.2 The Results of Interviews with the Respondents and Teacher .....	30
4.2 Discussion .....	35
4.2.1 Language Learning Strategies used by Respondents .....	35
4.2.2 The Results of Interview .....	39

## **CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	43
5.2 Suggestion .....	44

<b>REFERENCES</b> .....	45
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**LIST OF TABLE**

Table 4.1 Descriptive Statistic of language learning strategies applied by Hardian and Vivian ..... 29



**LIST OF APPENDICES**

Appendix 1: Interview with the Respondents ..... 48

Appendix 2: *Berita Acara Bimbingan Skripsi* ..... 52



## CHAPTER I

### INTRODUCTION

In this chapter, the writer discusses four important points namely background of the study, problems of the study, objectives of the study, and definition of the key terms.

#### 1.1 Background of the Study

English is the most widely used language for International communication that has been recognized worldwide. Professor of the State University of Medan (Unimed) Prof Amrin Saragih (ANTARA news, 2012) said that English is a second language in Indonesia. Given the growing number of today's speakers, there are even schools that make the language of instruction in education. So now in Indonesia, English is given to almost all students, including students with special needs who is also commonly called disables.

Indonesia has implemented the obligation for students to learn English in every school, ranging from the lowest level such as kindergarten to the highest level such as the university to be proficient in English, but the students still have difficulty in applying English. This occurs because English is a foreign language in Indonesia. Students have difficulties in writing, reading, listening, even in

speaking because there are a lot of differences with Indonesian as mother tongue.

A simple example is in Indonesian, tense is not significant. Today, tomorrow or yesterday use the same form of verb, which is different from English.

Another cause of difficulty in learning English is about students' habit.

Basically, it is because they do not routinely use English in daily activity. They just use it at school. So for them, English is very difficult and is not easy to understand. To overcome this, they need appropriate learning strategies to learn English to be easy to be understood and fun. Facing that phenomena, the language learning strategies are needed.

In Second Language Acquisition area, there are many aspects that can be analyzed. Some of them are language and brain, first language acquisition, language production & language comprehension, factors affecting second language learning, learning strategies, and so forth.

In terms of learning strategies, Oxford (1990: 8) states "language learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Furthermore, Cohen (1998, p.4) defines language learning strategies as "those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language". From the theories above it can be concluded

that learning strategies are the way taken the students to develop their abilities and also help them to learn the language easier.

However, the writer here is only interested in analyzing the learning strategies especially those employed by the deaf student. It is because the writer wants to know how they learn with limitations in the sense of hearing and pronunciation. In addition, the writer chooses learning strategies because the writer wants to give the contribution to the linguistics students to develop their knowledge in second language acquisition specifically in learning strategies. It is because this is interesting topic for discussion. Many students overlook about their way in studying. In fact, by finding a way to learn what they control will greatly assist them in study.

Researches related to students with special needs is still a bit to do, especially when it deals with the deaf. Physically, the deaf has no different from other students. It is just that they have lacked the sense of hearing. According to Hallahan & Kauffman (cited Somad & Hernawati, 1996) "deaf is a general term that indicates difficulty hearing, which includes the overall difficulty hearing from mild to severe, classified into sections less deaf and hearing".

In this study the writer uses the theory of Oxford as the theory of the research. The writer chooses this theory because the theory explains more in-depth about learning strategies that help the writer to find the learning strategies used by deaf. This study uses interview to get the data from the object. The

interview aims at finding out the learning strategies that the deaf students use when learning English.

The object of this research is the second year of Senior High School in special school at SLB-B Karya Mulia Surabaya. The writer decides to take the second year of high school students as the object of the research because they have been studying English very long so it is assumed that the English is much better than other levels. The data were taken from the interview of the deaf students. This is a case study because the writer only took two deaf students. The writer only picked two among others because each disability has the same level in disability within the constraints, despite their differences but those will be very thin. So the writer is interested in that specific students as in the middle of the same limitations with the others, they are more prevalent than others.

Considering all the reasons above, the writer decides to conduct a research entitled “**Analysis of English Learning Strategies Used by the Deaf Students in SLB-B Karya Mulia Surabaya : A Case Study**”. This study analyzes the learning strategies based on the theory by Oxford (1990) and the sources of learning strategies based on the result of the interview.

## **1.2 Problems of the Study**

Based on the background of the study described above, the problems to be solved in this research are:

- a. What are the learning strategies performed by the students in learning English?

b. What are the effect of the learning strategies performed by the students on English achievement?

**1.3 Objectives of the Study**

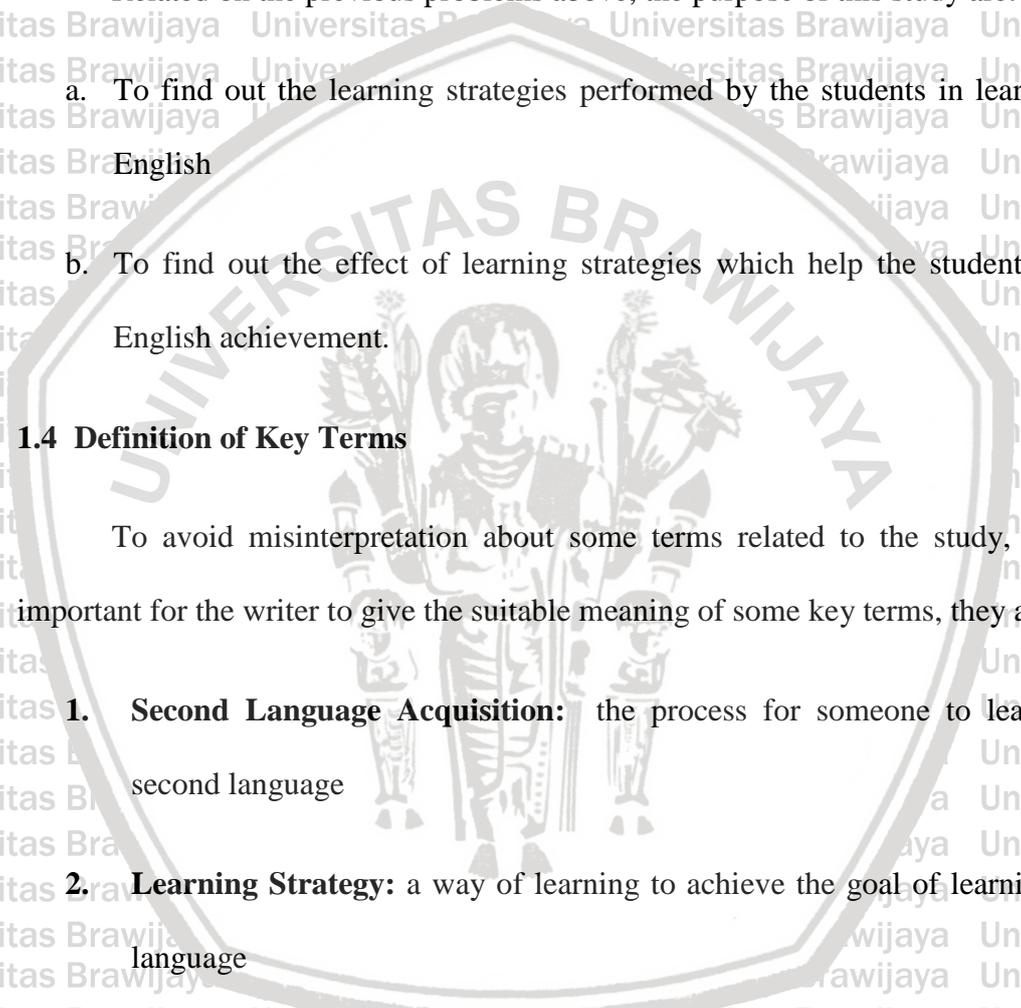
Related on the previous problems above, the purpose of this study are:

- a. To find out the learning strategies performed by the students in learning English
- b. To find out the effect of learning strategies which help the students on English achievement.

**1.4 Definition of Key Terms**

To avoid misinterpretation about some terms related to the study, it is important for the writer to give the suitable meaning of some key terms, they are:

- 1. **Second Language Acquisition:** the process for someone to learn a second language
- 2. **Learning Strategy:** a way of learning to achieve the goal of learning a language
- 3. **Disability:** a physical or mental condition that limits a person's movements, senses, or activities
- 4. **Deaf:** a person with a hearing impairment



5. **SLB-B Karya Mulia Surabaya:** the largest special school for the deaf from kindergarten through high school in Surabaya



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the discussion about the theories and previous studies underlying this research. The main theory of this research is second language acquisition which is focused on learning strategies.

#### 2.1 Theoretical Framework

Theoretical framework includes the theories used in this study. Those theories are language learning strategies elaborated into definition of second language acquisition, language learning strategies by O'Malley and Chamot (1990), language learning strategies by Oxford (1990), and definition of deaf. The detailed explanation is as follows:

##### 2.1.1 Second Language Acquisition

According to Yule (1996, p. 191), "perhaps the primary difficulty for most people can be captured in terms of a distinction between acquisition and learning.

The term 'acquisition', when used of language, refers to the gradual development of ability in a language by using it naturally in communicative situations. The term 'learning', however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language".

Gass and Slinker (2008) describe as follows:

Second language acquisition as the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language.

From those theories above, between Yule and Gass and Slinker there is similiar definition about second language acquisition. They say that second language acquisition is the process when someone learn a second language. It is a study where the learner will develop a natural ability in the language. Gass and Slinker (2008) also say that second language acquisition is learning another language after studying the native language. In second language acquisition there are many aspects that will be discussed one of which. One of them is learning strategies.

**2.1.2 Language Learning Strategy**

In order to understand about language learning strategies, this study discusses the definition of language learning strategies, language learning strategies by O'Malley and Chamot (1990) , and language learning strategies by Oxford (1990).

“Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing

communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence” (Oxford, 1990).

#### **2.1.2.1 Language Learning Strategies by O’Malley and Chamot (1990)**

This theory only uses cognitive strategies as the strategies. In cognitive theory, individuals are said to “process” information, and the thoughts involved in this cognitive activity are referred to as “mental processes.” Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (O’Malley and Chamot, 1990).

#### **2.1.2.2 Language Learning Strategies by Oxford (1990)**

Language learning strategies by Oxford (1990) discusses the deeper strategy. It is explained that the strategies are divided into two: direct and indirect.

For more details, let us follow the discussion below:

##### **A. Direct Strategies**

###### **1. Memory strategies**

a. Creating mental linkages

b. Applying images and sounds

c. Reviewing well

d. Employing action

## 2. Cognitive strategies

### a. Practicing

### b. Receiving and sending messages strategies

### c. Analysing and reasoning

### d. Creating structure for input and output

## 3. Compensation Strategies

### a. Guessing intelligently

### b. Overcoming limitations in speaking and writing

## B. Indirect Strategies

### 1. Metacognitive Strategies

#### a. Centering your learning

#### b. Arranging and planning your learning

#### c. Evaluating your learning

### 2. Affective Strategies

#### a. Lowering your anxiety

#### b. Encouraging yourself

#### c. Taking your emotional temperature

### 3. Social Strategies

#### a. Asking question

#### b. Cooperating with others

#### c. Empathizing with others

### A. Direct Strategies

According to Oxford (1990), “language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three group of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes”.

There are three types of direct strategies such as:

#### 1. Memory Strategies

Memory strategies are sometimes called mnemonics. Memory Strategies are strategies that use memory for getting new information. Memory strategies reflect very simple principles, such as arranging, making associations, and reviewing. According to Oxford (1990), memory strategies fall into four sets: Creating Mental Linkages, Applying Images Sounds, Reviewing Well, and Employing Actions.

There are three strategies in *creating mental linkages*. The first is grouping. This way helps the learner by using acronym to remember the groups

by labeling. The next strategy is associating or elaborating and the last is placing new words into a context. This strategy is placing a word in a meaningful sentence.

Four strategies are included in *applying images and sounds*. The first is using imagery. This is the strategy which uses picture to help remember abstract words. The next is semantic mapping. This strategy is linked with a key concept by means of lines. The third is using keywords, remembering a new word by using auditory and visual links.. And the last is representing sound is memory, by using phonetic spelling or accent mark or rhymes to remember a word.

*Reviewing well* contains just one strategy, structured reviewing. This strategy called spiraling because the learner will repeat what has already been learned at the same time.

In the last part, there are two strategies forming the *employing action*. The first is using physical response or sensation and the other strategy is using mechanical technique.

## 2. Cognitive Strategies

Cognitive strategies are like summarizing. According to Oxford (1990), cognitive strategies fall into four sets: Practicing, Receiving and Sending Message, Analyzing and Reasoning and Creating Structure for Input and Output.

*Practicing* contains five strategies. The first is repeating. The second is formally practicing with sounds and writing systems. The next is recognizing and

using formulas and patterns. The fourth is recombining. And the last is practicing naturalistically.

There are two strategies in *receiving and sending messages*. The first is getting the idea quickly. And the second strategy is using resources for receiving and sending messages.

*Analyzing and reasoning* include five strategies. The first is reasoning deductively. The second analyzing expressions. The next is analyzing contrastively. The fourth is translating. And the last strategy is transferring.

### 3. Compensatory Strategies

Compensatory strategies help the learner making up for missing knowledge. Compensatory strategies are like guessing or using synonyms.

According to Oxford (1990), compensatory strategies fall into two sets: Guessing Intelligently and Overcoming Limitations in Speaking and Writing.

*Guessing intelligently* consists of two strategies. The first strategy is using linguistic clues. And the other strategy is using other clues.

There are eight strategies in *overcoming limitations in speaking and writing*. The first is switching to the mother tongue. The second is getting help.

The third is using mime or gesture. The fourth is avoiding communication partially or totally. The fifth strategy is selecting the topic. The next is adjusting or approximating the message. The seventh is coining words. And the last strategy is using a circumlocution or synonym.

## B. Indirect Strategies

According to Oxford (1990), indirect strategies are divided into metacognitive, affecting, and social. All these strategies are called “indirect” because they support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skill: listening, speaking, writing and reading.

There are three types of indirect strategies such as:

### 1. Metacognitive Strategies

Metacognitive strategies are essential for the learner to plan, monitor, and evaluate learning. According to Oxford (1990), metacognitive strategies include three strategy sets: Centering Your Learning, Arranging and Planning Your Learning and Evaluating Your Learning.

*Centering your learning* has three strategies. The first is overviewing and linking with already known material. The second is paying attention. And the third is delaying speech production to focus on listening.

There are six strategies in *arranging and planning your learning*. The first is finding out about language learning. The second is organizing. The third is setting goals and objectives. The next is identifying the purpose of a language task. The fifth is planning for a language task. And the last is seeking practice opportunities.

*Evaluating your learning* contains two strategies. The first strategy is self-monitoring and the other strategy is self-evaluating.

## 2. Affective Strategies

Affective strategies help to regulate emotions, motivations, and attitudes.

According to Oxford (1990), affective strategies include three strategy sets:

*Lowering Your Anxiety, Encouraging Yourself and Talking Your Emotional Temperature.*

*Lowering your anxiety* contains of three strategies. The first is using progressive relaxation, deep breathing, or meditation. The second is using music when you can listen to the music to feel relax when you find difficulty in learning new language. And the last is using laughter, that is using anything that can make laugh, enjoy and relax.

*Encouraging yourself* contains three strategies. The first is making positive statement, building a sense of comfort to himself by making positive statements to encourage self. The second is taking risks wisely, which is a strategy to control emotions by preparing a risk that will occur in learning a new language. And the last is rewarding yourself, which is a way of self-respect by giving awards when we managed to learn a new language. This is to help encouraging self.

*Taking your emotional temperature* covers four strategies. The first is listening to your body, feel what he is feeling, negative or positive. The second is using a checklist. The third is writing a language learning diary. And the fourth is

discussing your feelings with someone else, telling what is perceived in others when learning a new language.

### 3. Social Strategies

Social strategies help students learn through the interaction with other.

According to Oxford (1990), social strategies include three strategy sets: Asking Questions, Cooperating with Others and Empathizing with Others.

*Asking questions* has two strategies. The first is asking for clarification or verification. The strategy is used to get feedback from others is like repeating, explaining, or giving example. The second is asking for correction that is the strategy to get the correction from others. This is usually used in conversation and writing.

*Cooperating with others* also has two strategies. The first strategy is cooperating with peers. This strategy is done by doing conversation or interaction with friends. And the other one is cooperating with proficient users of the new language. This strategy tries to do interaction and get conversation with native speaker.

The last is *empathizing with others* consisting of two strategies. The first is developing cultural understanding. This strategy approach with others is the way of studying the culture. And the last is becoming aware of others' thoughts and feelings.

### 2.1.3 Deaf

Deafness is medically defined as the extent of loss of functional hearing and by dependence upon visual communication (CAD, 2012). “Visual means of communication” include Sign language, lipreading, speech-reading and reading and writing. “Auditory means of communication” including voice, hearing, and hearing aids and devices.

Based on the level of functioning of the inner ear heard, Ashman and Elkins (1994) classify deafness into four categories, namely:

a. Mild hearing loss (mild hearing impairment), a condition in which people can still hear the sound with an intensity of 20-40 dB (decibels). They often do not realize that being spoken to, have a very difficult conversation.

b. Hearing loss (moderate hearing impairment), a condition in which people can still hear the sound of the intensity of 40-65 dB. They have difficulty in conversation regardless of the speaker's face; it is hard to hear from a distance or in a noisy environment, but it can be helped with hearing aids (hearing aid).

c. Severe hearing loss (severe hearing impairment), a condition in which people can only hear the sound of the intensity of 65-95 dB. They understand the conversation a little attention to the speaker when the speaker's face with a loud voice, but normal conversation practically is impossible to do, but it can be helped with hearing aids.

d. Heavy deafness (profound hearing impairment), a condition in which people can only hear sounds with intensity 95 dB or louder. Hear normal conversation was impossible for him, so he was very dependent on visual communication. A

certain extent there can be helped with hearing aids specific to very high power (superpower).

Hallahan & Kauffman (cited Somad & Hernawati, 1996) suggest the definition of hearing impairment or deaf which is also classified into two parts, as follows:

Hearing Impairment: A generic term indicating a hearing disability which many range in severity from mild to profound; it includes the subsets of deaf and hard of hearing.

A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid.

A hard of hearing person is one who generally with the use of hearing aid, has residual hearing sufficient to enable successful of linguistic information through audition.

From the definition above, it shows that the presence of a person's inability to receive information through hearing, from which disability is mild to severe.

Basically, deaf children is the same as children in general. The difference is only just hearing organ malfunction that causes them to have characteristics that differentiate them with children in general. This condition causes deafness in the development of language barriers.

The characteristics of deaf children are complex and difficult to be described one by one due to interlocked. In physical terms, the deaf does not face

many obstacles as they can perform physical activities such as walking, running, chores, eating, and other physical activities. It is just that there are few limitations in hearing.

Lack of understanding of spoken or written language often leads to deaf children interpret something negative or wrong and this often results in emotional stress (Sastrawinata, Salim & Sugiarto, 1977). Deafness affects memory, but the effect is not exhaustive for all types of memory. The development of language is less than perfect is a factor that degrades memory (Somad & Hernawati, 1996).

In general in terms of language, the deaf has a characteristic, that he/she has limitations in vocabulary; difficult to interpret phrases containing language figuratively; difficult to interpret the words abstract, and less control of the rhythm and style of language (Sastrawinata, Salim & Sugiarto, 1977).

#### **2.1.4 History of Education for Deaf**

Attention to the deaf began to appear around the year 700 BC by the historian of Anglo - Saxon, Bede and Beverly. In the eighteenth century, educational institutions began to grow deaf and started well established in some countries, France, Germany and the UK. At the beginning of the nineteenth century, the education of the deaf began to develop in the countries of Europe and America. The methods presented in teaching during that time are different. Due to the diversity in the method, it gave a rise to oralisme and manualisme in education for the deaf that continues to this day. From some research on the effectiveness and efficiency of the use of oral and manual methods starting from the nineteenth

century. From these studies, it is concluded that the communication of the manual is not detrimental to the development for the deaf and speech impaired. Until recent decades, the use of sign language is used only in the event of failure of oral or when the child has a delay in learning at school.

### **2.1.5 Profile of SLB-B Karya Mulia Surabaya**

Extraordinary School of *Karya Mulia* in Surabaya is one of the schools designated for persons with hearing impairment. The school is run by the Foundation's which is located at Jalan Ahmad Yani no. 6-8 Surabaya and it has been established since August 14, 1977. The purpose of education in these schools is to prepare students to be able to choose a profession according to their talents and interests, the world of work and employment, as well as prepare students to have the skills to compete in the society in the field of science and technology.

This school has the following levels:

- a. 2 years at the kindergarten level
- b. 6 years at elementary school level
- c. 3 years at the junior high school level
- d. 3 years at the senior high school level

The teacher in the SLB - B *Karya Mulia* consists of 90% undergraduate background in special education (Special Education) and 10% of them have a background of SPGLB (School of Education of Extraordinary Teacher). They then go on to pursue a bachelor, for example degree in English, mathematics and so on. This school uses KOMTAL, namely the philosophy that justifies the deaf

using all methods of communication: speaking, writing, making gestures and finger alphabet, use lip listening, use of gestures, hearing aid and so on.

The teaching methods used in schools using maternal reflective method or methods of teaching the mother tongue in the form of communication that provides comfort like a mother to her child. The use of this method is considered very appropriate to be used for deaf students. Meanwhile, the facilities available at the SLB – B *Karya Mulia* include soundproof chamber (audiology) as a hearing test chamber; hearing group as a place to learn to communicate; building space as a space to train speech (speech therapy building); space skills which includes printing space, cosmetology, hair cutting lady, carpentry and sewing; hall; library; mosque; UKS or LB; field; playground; playrooms and classrooms.

In SMALB - B *Karya Mulia*, there are 6 to 10 students in each class. That number is ideal for deaf school. There are 14 people in SMALB-B are consisting of 10 undergraduate PLB, 3 non graduate teachers and one special education teacher who is now doing his undergraduate education. The curriculum used in the school curriculum is based on the government but it is adjusted to the abilities and needs of children in the school.

SMALB - B *Karya Mulia* also provides the means to develop their interests and talents of students in the form of extracurricular martial arts and badminton. However, Intra-School Students Organization (OSIS), can not be implemented at this school. Other facilities are in the form of routine parent meetings twice a year, or making a report card.

The reason why English is also given to students with special needs, especially deaf who basically do not have the ability to hear and speak, according to Mr. NH is to equip them with skills used in everyday life that they must know so that they can understand the notice or announcement about public places. For example, the word ladies and gentlemen put in the toilet give an information about who should go there. It could also be about on sale on, how much discount so that they can understand.

## 2.2 Previous Studies

There were two studies reviewed related to the learning strategy. In 2008, Tsan had analysis of English learning strategies of Taiwanese students at national Taiwan normal university. She chose them because she wanted to investigate the strategies that Taiwanese students used when they studied English. She used the Oxford Strategy Inventory Language Learning (SILL) as the instrument. In this study, the volunteer participants were 330 undergraduate students consisted of 212 English education major students and 118 non-English education major students. In the discussion for the affective strategy, among the English education major students and non-English education students, Meta-cognitive strategy was the most effective used and Affective strategy was the least effective used. For the next objective, the findings indicated that there were significant differences between English education major and non-English education major in using Meta-cognitive, Cognitive, Compensatory, Social, Memory and Affective strategies.

The study showed that Taiwanese English education major use learning strategies

more frequently than non-English education majors. The reason why English education major students mostly used Meta-Cognitive while non-English education major students mostly used Compensatory strategies was an interesting finding which should be interpreted. The last objective, the result revealed that there were significant differences between English education major and non-English education major students in terms of the effective use of all the strategies.

This study compared the learning strategies which helped Taiwanese students learn English. This study also compared the effectiveness of learning strategies as perceived by English and Non-English education major students.

The other study was carried out by Emanto (2013) entitled language learning strategies used by different English proficiency students of state senior high school 3 Malang. The subjects were 259 students of second year of SMAN 3 Malang that were divided into 9 classes including 7 regular science classes, and 2 regular social classes. He used Strategies Inventory of Language Learning (SILL) questionnaire by Oxford (1990). The result showed that the students have different use of some strategies based on the level. In the discussion, high English proficiency students mostly used metacognitive strategies. Then for intermediate English students mostly used compensation strategies such as guessing the meaning of new words. The last for low English proficiency students, they mostly used affective strategies in learning language. This study was determine the correlation between English proficiency and language learning strategies used by students of second grade at SMAN 3 Malang.

Different from those previous studies, this study investigates the language

learning strategies used by deaf students of senior high school while those previous studies investigates normal students of senior high school and college students. The similarity of this study and those study is both studies investigate and analyze the learning strategies by using Oxford's theory.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter discusses many points related to the research method. They are research design, data sources, data collection, and data analysis.

#### **3.1 Types of Research**

This study is descriptive qualitative approach because the data of the study come from the words. Ary et al. (2002, p.441) states supports that qualitative inquirer deals with the data that are in the form of words, rather than numbers and statistics. The data collected one people, objects, events, places, conversations, and so on. It means that a qualitative approach is appropriate for this study. In this study, the writer analyzed English learning strategies by interviewing the participants.

#### **3.2 Data Source**

The data source in this study were the deaf students in special schools at SLB-B *Karya Mulia* Surabaya. They were in 2<sup>nd</sup> grade Senior High School. Then the writer did an interview to get the data.

#### **3.3 Data Collection**

In collecting data, the writer uses some techniques or steps to analyze the data as follow:

1. Selecting deaf student attending class 2 based on the score of English subject
2. Recording and conducting interviews about the way in learning English to the respondents
3. Identifying the learning strategies used by the student
4. Classifying the learning strategies used by the student based on Oxford's theory

### 3.4 Data Analysis

Data analysis is a process whereby researches systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to other (Ary, et al 2002).

After the data have been collected and verified, the next step that must be done by the writer is analyzing the data. As it was stated previously that it is descriptive qualitative study. The data of the study were analyzed in the following steps:

1. Analyzing the results of the interview
2. Relating the results of interview with students' English grades to know the effects of learning strategies
3. Drawing conclusion based on the problems of study and result of data analysis.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the writer presents research findings and discussion. The data collected from interview and recording are discussed based on the theory as stated in chapter two. It focuses on the learning strategies used by the deaf students. Besides, this chapter also presents the discussion based on the findings.

#### 4.1 Finding

In this chapter, the writer presents the finding about the learning strategies that were used by the deaf students and the effect of learning strategies which help the students on English achievement. This way was applied in order to clarify the statement of the problems on the first chapter. After the interview had been contributed to the students and teacher of SMALB-B *Karya Mulia*, those results were used to investigate the application of language learning strategies and to examine the relationship between six categories of language learning strategies and English achievement.

##### 4.1.1 Language Learning Strategy Applied by the Respondents

According to Oxford (1990), language learning strategies are divided into two classes, direct and indirect, which are subdivided into 6 groups. The direct

strategies are memory strategies, cognitive strategies and compensation strategies.

Meanwhile, the indirect strategies are metacognitive strategies, affective strategies, and social strategies.

After viewing and selecting from the results of the English's score, there are two students whose English skills are better than others. For the next step, the writer conducted interviews with these two students namely H and V. The results are as follow:

**Table 4.1 Descriptive Statistic of language learning strategies applied by participants**

		Language Learning Strategies			
		H	V		
Direct	1. Memory	a. Creating mental linkages	v	v	
		b. Applying images and sounds	v	v	
		c. Reviewing well	v	v	
		d. Employing action			
	2. Cognitive	a. Practicing			
		b. Receiving and sending message strategies			
		c. Analyzing and reasoning			
		d. Creating structure for input and output		v	
	3. Compensation	a. Guessing intelligently			
		b. Overcoming limitations in speaking and writing	v	v	
	Indirect	4. Metacognitive	a. Centering your learning	v	v
			b. Arranging and planning your learning		
5. Affective		c. Evaluating your learning			
		a. Lowering your anxiety			
		b. Encouraging yourself			
6. Social		c. Taking your emotional temperature			
	a. Asking questions	v			
	b. Cooperating with others		v		
	c. Empathizing with others				

#### 4.1.1.1 Memory Strategy

Memory strategies are strategies that use memory for getting new information. This strategy helps students to recall new information. In this

strategy H and V *create mental linkages* in learning a language. They use grouping that classifies language material into meaningful units. Groups are based on the type of words and topics used by them. This is about all nouns or verbs and for about the topic for example words about profession.

Applying images and sound strategies, both H and V use *imagery to remember the words*. This strategy is used to remember words with a visual picture of a concrete object. They also use keywords to remember a new word by using visual links which means the image and the new word must be related to each other.

Reviewing well is structured reviewing. H and V memorize the lessons several times. They will repeat the lesson to remember it.

#### 4.1.1.2 Cognitive Strategy

Cognitive strategies are like summarizing. *Creating structure for input and output* is the strategy used by V. She likes to read books, so taking notes is to get the main idea and making a summary can help her in learning a new language. While H does not use cognitive strategy.

#### 4.1.1.3 Compensatory Strategy

Compensatory strategies help the students making up for missing knowledge. Compensatory strategies are like guessing or using synonyms. In this strategy, H and V *use it to overcome their limitations in speaking and writing*. They have differences when using this strategies. For H, he usually gets help by asking others to repeat the words. Meanwhile, V always uses gesture when speaking to others.

#### 4.1.1.4 Metacognitive Strategy

Metacognitive strategies are essential for the learner to plan, monitor, and evaluate learning. Metacognitive strategies help the students to coordinate their own learning process. *Centering their learning* is used by H and V. In this strategy, H and V *pay attention* to the lesson. Both of them always pay attention more than others in class when the teacher explains the material, so that they have more ability than the others.

#### 4.1.1.5 Affective Strategy

Affective Strategies help to regulate emotions, motivations, and attitudes. Both H and V do not use this strategy.

#### 4.1.1.6 Social Strategy

Social strategies helps students learn through interaction with others. H and V had differences in using this social strategy. H *uses asking questions strategy to others* to clarify and correct what he learned. He usually asks others about difficult words or other problems in learning English. In addition, V uses *cooperating with others*. She cooperates with peers to improve her language skills.

### 4.1.2 The Results of Interviews with the Respondents and Teacher

The writer conducted interviews with the two respondents. At this step, the writer had a difficulty because they were not willing to be interviewed. Besides, it is because they feel embarrassed and they get difficulty in communication. So in doing this research, the writer was accompanied and assisted by their English teacher, Mr. NH.

Because of the difficulties in communicating with the students, the writer sought information from the teacher about the ways H and V learn English. So the interview was done not only to students but also directly to their teacher.

#### **4.1.2.1 The Results of the Interviews with the Respondents**

In conducting interviews, the writer had difficulty in communicating with the students. They tended to be shy and even scared to do the interview. This was seen from one of the students who was almost crying and was refused to be interviewed. However, upon the persuasion of the English teacher who explained that it was just a regular interview and he would accompany them then eventually they were willing to do so. Accompanied by the teacher, the writer provided questions that have already been put on a paper. The writer did not directly conduct the interview in person, because communicating directly with them and asking interview questions directly was very difficult. Therefore, before conducting the interview, the writer met the English teacher to show the questions that would be asked to the students. Based on the advice of the teacher, the questions were revised by using the language they use every day, making it easier to understand and they knew the intention of each questions. But it turned out that eventhough the language has been revised, the students still had difficulty in answering them.

The interview was conducted to those two students namely H and V by using questions which they answered on the paper. The answers of the interview are both using Indonesian as their first language. According to Mr. NH, even

though their parents were using Javanese language as an everyday language, but they did not learn the language and it would be very difficult for them to use the language to communicate.

They both have been learning English for four years. According to them English was very important. H said that English was important because he would understand terms when he travelled for example the term gents, while V's opinion was that English was important when she travelled to know the place she visited.

H and V had the same answer for the reasons they wanted to learn English that was to be able to read English and understand the meaning. According to them, learning English could be fun because English could help them and also to understand the information in English. The way they learned English was different from one another. H was using the computer and looked at pictorial dictionary while V preferred to read books and memorize it to understand English.

However, according to them, the difficulty of learning English was that it is hard to remember the meaning and to memorize vocabulary. In addition to learning English at school, they also learned English at home with their parents. Besides, they also used reading materials that they got from school and a few books to help them find information and learn English.

The subjects of this study, H and V, were very proactive. These students were more active than others. Even their passive English skills were better compared to their friends. H liked to read any reading material and also liked to use the internet. While V, was smart and intelligent in all subjects. They are not in

the same class. In class, they were both active in responding to the material presented by the teacher.

#### 4.1.2.2 The Results of the Interviews with the Teacher

In the delivery of the material, the teacher has to select material that is appropriate with the characteristics and needs of deaf students. The teacher chose limited vocabulary, and a little bit of simple reading comprehension and very basic sentence writing. Listening and speaking are not taught because it is very difficult for the students to speak and listen to English.

The emphasis of teaching and learning is only on vocabulary because even by giving simple vocabulary, sometimes the students have difficulties in understanding. Therefore, teachers do not want to waste two hours a week of teaching time for grammar. Pronunciation is not given because as it has been known that deaf students face problems in speaking. They are still having trouble in pronouncing Indonesian words, moreover it will be more different for them to speak in English as English pronunciation is different from Indonesian.

The vocabulary are specific for example in the field of culinary skills, computers, tailoring to suit the needs of the students. Later in the third year vocabulary will be added with process as how to make a cup of tea or how to make an omelet and so on. Because of this, the deaf students' English vocabulary was not the same as that of normal students. They are more on the kind of language used for daily activities to make it simple.

The writing lesson is given very little portion. They only have to arrange jumbled words to make good sentences. This needs a lot of training. Once the teachers tried to ask them to make a story based on several pictures, but it did not work because they made a story from each picture instead of a continuous story.

This is because they have hearing impairment and it also occurs in the lesson of Bahasa Indonesia.

In delivering the material, especially vocabulary, the teacher attempted to introduce new vocabulary by using visual media because they have already had a background concepts of the vocabulary in Bahasa Indonesia. The teacher did not provide the vocabulary directly but the English teacher tried to make them think and guess. The teacher showed the picture on LCD projector using slides without the name. The student responded through speech and gesture. Sometimes the teacher asked them to write down the answers in front of the class. Then the teacher gave the correct answer. He said that this strategy was interesting for students and they will remember more easily. By guessing psychologically, it gives an opportunity to the students to be accustomed to thinking. Sometimes they are also given the opportunity to look at the dictionaries. The reason is that students would not become passive.

Based on the results of interviews with teachers, there are some difficulties for deaf students in learning English. What has been given to the students are easily forgotten because they have shorter memory so that repetition of material is very important to stimulate them to remember. In addition to that problem, another difficulty was about the concept of tense. In Bahasa Indonesia, verbs do

not change over time but in English to express "saya makan sekarang", "saya makan besok", "saya makan kemarin" students have to use different tenses. From those three sentences, the word "makan" does not change form. Unlike the English language of the word 'eat', 'ate' or 'eaten' will change depending on the time of use. It is quite confusing for them that is why, the teacher has to teach by not directly giving the pattern, but indirectly inserting them in simple sentences.

Thus, in terms of tenses the teachers do not really demand much evaluation for them, the mastery of vocabulary is their main focus.

According to the English teacher, in addition to the teachers, the role of the parents at home is very important for H and V to learn the English language. This is because there is more time at home with their parents than with teachers at schools. Besides H and V, H's parents particularly his mother was very supportive to his son. She really supports her son because she likes the English language so that even though it was only the introduction of vocabulary it will be a pride for her son to be able to learn English.

## 4.2 Discussion

### 4.2.1 Language Learning Strategy used by Hardian and Vivian

As shown on table 4.1, H and V have similarities and differences in the use of learning strategies. In direct strategies, there are three strategies: memory strategies, cognitive strategies, and compensatory strategies. In the use of memory strategies, H and V used *creating mental linkages*. They had similar strategies when using grouping to clarify the object based on the type of word and topics.

They were assisted by their teachers by way of classifying objects based on each category. For example when they were learning about the job then they would remember the words associated with a job. This method turned out to be very helpful for them in remembering new words. By classifying the names of thing, it was easy for them to learn English.

The next strategy related to the memory strategy is applying images and sound strategies. Two of them still had similarity in the use of this strategy that is to use *imagery to remember the words*. This strategy helped the learner to use visual images. They used this way by looking at the existing image above the English writing. They would remember the words based on the picture.

Besides that, the use of *keywords* helped them remember new words in the new language. For example by using the keyword of an image. Pictures would provide what the English word meant the picture. In this strategy, they did not use sound representing because they have a weakness in the hearing. It will be very difficult for H and V to remember the English language based on sound.

In memory strategies, they also used the reviewing well in learning English. This method is often used by H and V. They always recalled the lessons given several times. They always repeated what they got. This was done to help them memorize new words. This was to help them build memories in their minds in learning English. They would easily remember a new word by repeating the lesson that they got. Memory strategies helped H and V in learning English. This

was also shown in the results of the interviews which indicated they used more memory strategies to learn new words.

The second strategy is cognitive strategies. Cognitive strategies are learning strategies over the use of our mental as analyzing, reasoning, practicing etc. It turns out that H and V did not use this strategy much, even H did not use this strategy at all. This is due to lack of practicing English by H. In contrast to V who liked to read books, she often *took notes* to write down the main idea of the story and made a summary of what she had read. So this helped her to learn new words that she found in reading.

The last strategy in direct strategies is compensatory strategies. In addition to memory strategies, compensatory strategies also helped them learn new words. H and V used the same way to *overcome limitations in speaking and writing* but they have differences in applying it. For H, he usually got help by asking others to repeat words or subjects. V used *gestures* more frequently when communicating with others. Gesture here is the sign language they use in their day-to-day communication.

The other strategies are indirect strategies, which consist of three strategies, namely metacognitive strategies, affective strategies and social strategies. In the use of metacognitive, H and V had the same strategy that was always attentive during the lessons. This is one of the strategies on metacognitive strategies. This strategy turned out to help them to be more active compared to other friends. By paying attention to what was conveyed by the teacher they have

easier way to understand and follow the lessons. This is what distinguishes H and V with other students. Because they were more attentive than other students as they had wider knowledge.

The next strategy in indirect strategy is affective strategy. Affective strategies are the strategies which help the learner in terms of emotion, motivation, and attitudes. This strategy helps the learner to control their emotions when they learn English. H and V did not use this strategy at all because they had difficulties in controlling their emotions.

The last strategy in indirect strategy is social strategies. Social strategy is a strategy of learning by interacting with others. H and V had differences in the use of this strategy. H always asked what he learned to others to correct. While V worked with peers to improve her language skills. This enabled them both to interact with other people and to make it easy to communicate. They felt more comfortable while asking what they thought was difficult.

From the six strategies above it can be seen from table 4.1 that H and V used more memory strategies than other strategies by using memory to remember and repeat the new language that can facilitate their learning. It would be very easy for them to learn new words in English by recalling what they got before.

The other strategy that can also help them is compensatory strategy. Guessing was an easy way to learn new words for H and V. This strategy was used in the classroom learning. They would guess the pictures provided by the teacher. This way it also helped them in learning a new language. It trained them

to think as they were given the opportunity to think and guess what was intended by the teacher.

They not only used memory strategies and compensatory strategies, but also used social strategy to help them learn English easily. Social strategy is the strategy associated with the interaction of others. They used this strategy by asking what they did not understand. This strategy was helpful because by clarifying to others they would be able to understand new words easily.

Based on the result, that is same according to Oxford (1990, p.4), learning is defined as “conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived formal instruction.” Moreover, Oxford (1990, p.2) define strategy as “tools for active, self-directed involvement, which is essential for developing communicative competence.” In other words, using strategy is an appropriate way to manage their learning, especially for the deaf students.

#### **4.2.2 The Results of Interviews with the Respondents and Teacher**

In conducting interviews with the respondents, the writer had difficulty in retrieving the data. In addition the respondents were also shy and afraid. The other difficulty occurred when it deals with communicating. Therefore, the writer was accompanied by an English teacher. The writer interviewed the respondents by giving some questions that had been written on paper to be answered. From the interviews, the writer knew that the first language they use every day was Indonesian. They never learn a language other than English. Even though their parents used Javanese language, the respondents always used Indonesian. Using

Javanese language was difficult for them. H and V have been studying English for four years. According to them English language is important because English will help them in future life and understand the meaning of the existing information or announcements in public places.

In addition to conducting interviews with respondents, the writer also interviewed the English teacher. From the interviews, it was found out that teachers play an important role in helping students to learn English. The selection of appropriate materials facilitated their ability to understand what would be delivered by the teacher. Teachers used materials which were very basic in reading and writing. Listening and speaking was not taught because it would be difficult for the deaf who had hearing deficiencies and pronunciation. In delivering the content, creativity in teaching was important. Teachers liked to ask them to guess images by using power point slides so that students enjoyed the materials and were happy when learning English. In addition, it is also a way to facilitate students to capture what was conveyed by the teacher.

The difficulty in teaching deaf students was admitted by teachers. The fundamental difficulty is that they had a weakness to remember the lessons that were given previously. Other difficulties were more profound in studying tenses.

Tenses were very difficult to use because the use of tenses were not very significant in Indonesian.

From the interview with the English teacher it can be concluded that the role of parents is very important in the learning process of their formation. The role of parents here is to provide motivation, guidance and support while learning

English, because that is the role of parents expected. The support provided by H's mother, greatly assisted him in learning a new language. Because by interacting with others it is easier for student with disabilities to learn a new language which according to them was difficult.

The discussion involves previous study from Emanto (2013) to investigate the difference of language learning strategies used by deaf students and normal students. Indeed, there are differences and similarity in using learning strategy which appeared from the result between this study and the previous study of Emanto. The result are almost the same with Emanto's study (2013) on different English proficiency students of state Senior High School 3 Malang that ranked compensation strategy as the second rank in high English proficiency students. The differences this study with Emanto's study is in using memory strategy. In Emanto's study, memory strategy falls into last rank. That is different with this study, memory strategy is the first rank that more often applying memory strategy that helps them to recalling and repeat when they learning a language. It can be concluded that between deaf students and normal students are different in using learning strategies although they have similar grade.

The result of learning strategies in this study was different from the result of Tsan (2008). The difference was from the use of learning strategies by the respondent. In this study, students majoring in English used learning strategies more frequently than students majoring in other subject. Metacognitive strategy was the most effective and Affective strategy was the least effective strategy by both group. This study also compared the effectiveness of learning strategy as

perceived by English and Non-English education major students. Other difference between this present study and Tsan's was this present study used interview as the instrument while Tsan's study used Oxford Strategy Inventory Language Learning (SILL). The similarity of this study with Tsan's study was these two studies investigated and analyzed learning strategy but to different respondents.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion for all problems of the study which had been discussed in Chapter IV and suggestions for the next researcher in doing similar study.

#### 5.1 Conclusion

Having finished analyzing the data, the writer concludes that H and V have similar strategies that they frequently use. They are more likely to use memory strategies to help them learn English. In addition to memory strategies, compensatory strategies also allows them to get new words in English. In addition, there is social strategies that help them to understand new words by interacting with others. From the six strategies according to Oxford (1990), affective strategies is a strategy that is rarely used by them.

For deaf students, teachers play an important role in the learning process. Teachers help them to use learning strategies that are suitable for them especially in using learning strategies where are appropriate to learn English lessons. In addition to teachers, the role of parents is also very important in the learning process. Besides, support from parents will help them to have an optimistic spirit and learn English better.

## 5.2 Suggestions

Based on the results and discussion of this study, there are some suggestions given to the future researchers, the students, and English teachers.

For the next researchers, the writer suggests that they do a closer and deeper study with deaf students such as in English classes, keep track at home, and interact to communicate more in order to obtain a broader interview results. In addition, it is advisable to look for another theory that can support and enrich the study of strategies for learning disability.

For the students, from the results of the interview, the writer suggests that they can improvise with other strategies. They can combine with other learning strategies so as to assist and facilitate them to learn English. The writer also advises them to maintain a learning strategy that has been used so that they can develop their language that they find new and difficult.

The last suggestion is for the teacher. The teaching strategy that the teachers use has been very good for students. However, it is suggested to add other teaching innovations that can help students to learn English lessons easily and fun. Teacher should be able suggest to students to use other types of learning strategy so that there will be no more students complain that English is hard.

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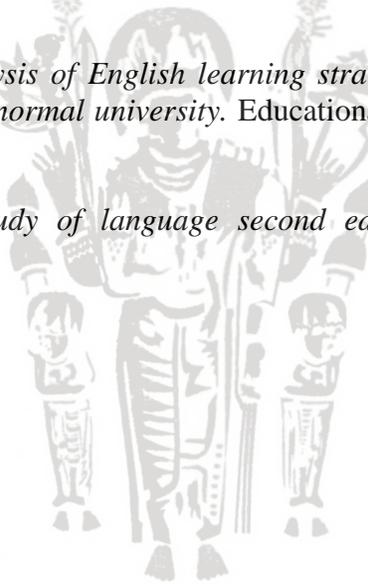
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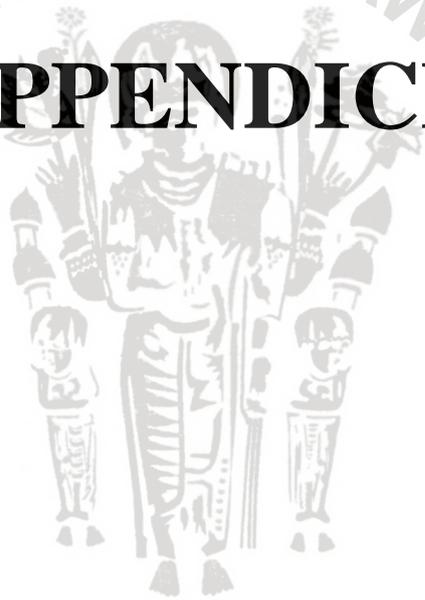
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UNIVERSITAS BRAWIJAYA

# APPENDICES



**Appendix 1: Interview with the Respondents**

1. Nama : Hatchian Bagus Triputro

2. Umur : 18

3. Apa bahasa pertama kamu?

Bahasa Indonesia

4. Bahasa apa yang kamu gunakan dalam sehari-hari?

Bahasa Indonesia

5. Berapa lama kamu mempelajari bahasa Inggris?

4 tahun

6. Menurut kamu, apakah bahasa Inggris itu penting?

Ya penting

7. Mengapa bahasa Inggris itu penting?

.....

8. Mengapa bahasa Inggris penting untuk kamu?

penting karena untuk jalan-jalan bisa tahu artinya  
Gents

9. Mengapa kamu ingin belajar bahasa Inggris?

Supaya bisa tahu artinya dalam bahasa Indonesia

10. Apakah kamu senang belajar bahasa Inggris?

senang

11. Mengapa kamu senang belajar bahasa Inggris?

Karena bisa membantu saya untuk mengerti informasi dalam bahasa Inggris

12. Bagaimana cara kamu belajar bahasa Inggris?

Melihat kamus bergambar dan komputer

13. Apakah cara tersebut sangat membantu kamu dalam belajar bahasa Inggris?

Ya

14. Apa kesulitan kamu belajar bahasa Inggris?

Sulit mengingat artinya

15. Pengalaman menarik apa yang kamu alami dalam belajar bahasa Inggris?

Kemalah tidak tahu artibodies and Gent di toilet teras salah masuk

16. Selain di sekolah, apakah kamu juga belajar bahasa Inggris ditempat lain seperti les?

di rumah bersama ibu

17. Dari mana kamu mendapatkan materi bacaan bahasa Inggris?

Dari sekolah dan dari buku

1. Nama : vivian widha Afisha

2. Umur : 18 th

3. Apa bahasa pertama kamu?  
Bahasa Indonesia

4. Bahasa apa yang kamu gunakan dalam sehari-hari?  
Bahasa Indonesia

5. Berapa lama kamu mempelajari bahasa Inggris?  
1 tahun

6. Menurut kamu, apakah bahasa Inggris itu penting?  
ya penting

7. Mengapa bahasa Inggris itu penting?  
.....

8. Mengapa bahasa Inggris penting untuk kamu?  
untuk jalan-jalan bisa tahu tempatnya

9. Mengapa kamu ingin belajar bahasa Inggris?  
Supaya bisa membaca tulisan bahasa dan mengerti artinya

10. Apakah kamu senang belajar bahasa Inggris?

Saya senang

11. Mengapa kamu senang belajar bahasa Inggris?

Karena saya ingin bisa bahas Inggris

12. Bagaimana cara kamu belajar bahasa Inggris?

membaca buku dan mengingat artinya

13. Apakah cara tersebut sangat membantu kamu dalam belajar bahasa Inggris?

Ya

14. Apa kesulitan kamu dalam belajar bahasa Inggris?

Sulit menghafal kosa katanya

15. Pengalaman menarik apa yang kamu alami dalam belajar bahasa Inggris?

ada balasan bahasa Inggris di BPJ dari guru terus saya tidak mengerti bingung

16. Selain di sekolah, apakah kamu juga belajar bahasa Inggris ditempat lain seperti les?

belajar dirumah

17. Dari mana kamu mendapatkan materi bacaan bahasa Inggris?

Dari Sekolah dan dari buku

## Appendix 2: Berita Acara Bimbingan Skripsi



**KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA**

Jalan Mayjen Haryono No. 169 Malang 65145

Telp. (0341) 551611 Pos.309 Telex. No. 31873 Fax. (0341) 565420

Telp. (0341) 575822 (direct) Fax. (0341) 575822 (direct)

Email: [fib\\_ub@brawijaya.ac.id](mailto:fib_ub@brawijaya.ac.id) <http://www.fib.brawijaya.ac.id>

### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Ismi Berliantika Iskandar
2. NIM : 105110107111010
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Analysis of English Learning Strategies  
Used by the Deaf Students in SLB-B *Karya*  
*Mulia* Surabaya: A Case Study
6. Tanggal Mengajukan : 03 Oktober 2013
7. Tanggal Selesai Revisi : 29 Januari 2014
8. Nama Pembimbing : I. Dra. Endang Sasanti, M.A  
II. Emy Sudarwati, S.S., M.Pd
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	05-10-2013	Pengajuan Judul dan konsultasi Bab I	Dra. Endang Sasanti, M.A	
2.	19-10-2013	Konsultasi Bab I	Dra. Endang Sasanti, M.A	
3.	23-10-2013	Konsultasi Bab II	Dra. Endang Sasanti, M.A	
4.	26-10-2013	Konsultasi Bab III	Dra. Endang Sasanti, M.A	
5.	01-11-2013	Konsultasi dan Revisi Bab I, II, III	Dra. Endang Sasanti, M.A	
6.	06-11-2013	Konsultasi dan Revisi Bab I, II, III	Emy Sudarwati, S.S., M.Pd	

7.	08-11-2013	ACC Seminar Proposal	Emy Sudarwati, S.S., M.Pd
8.	09-11-2013	ACC Seminar Proposal	Dra. Endang Sasanti, M.A
9.	19-11-2013	Seminar Proposal	Dra. Endang Sasanti, M.A
10.	19-11-2013	Seminar Proposal	Emy Sudarwati, S.S., M.Pd
11.	04-12-2013	Revisi Bab I-III dan Pengajuan Bab VI	Dra. Endang Sasanti, M.A
12.	10-12-2013	Revisi Bab IV	Dra. Endang Sasanti, M.A
13.	11-12-2013	Revisi Bab IV	Dra. Endang Sasanti, M.A
14.	13-12-2013	Revisi Bab IV	Dra. Endang Sasanti, M.A
15.	17-12-2013	Revisi Bab IV	Dra. Endang Sasanti, M.A
16.	21-12-2013	Revisi Bab IV	Dra. Endang Sasanti, M.A
17.	26-12-2013	Revisi Bab IV dan pengajuan Bab V	Dra. Endang Sasanti, M.A
18.	30-12-2013	Revisi Bab IV, V dan ACC Seminar Hasil	Dra. Endang Sasanti, M.A
19.	06-01-2013	Konsultasi Bab I-V dan ACC Seminar Hasil	Emy Sudarwati, S.S., M.Pd
20.	15-01-2013	Seminar Hasil	Dra. Endang Sasanti, M.A
21.	15-01-2014	Seminar Hasil	Emy Sudarwati, S.S., M.Pd
22.	15-01-2014	Seminar Hasil	Dra. Ismarita Ida R., M.Pd
23.	17-01-2014	Revisi setelah Seminar Hasil dan ACC Ujian Skripsi	Dra. Endang Sasanti, M.A
24.	17-01-2014	Revisi setelah Seminar Hasil dan ACC Ujian Skripsi	Emy Sudarwati, S.S., M.Pd
25.	22-01-2014	Ujian Skripsi	Dra. Endang Sasanti, M.A

26.	22-01-2014	Ujian Skripsi	Emy Sudarwati, S.S., M.Pd
27.	22-01-2014	Ujian Skripsi	Dra. Ismarita Ida R., M.Pd
28.	24-01-2014	Revisi setelah Ujian Skripsi dan ACC Penjilidan	Dra. Endang Sasanti, M.A
29.	29-01-2014	Revisi setelah Ujian Skripsi dan ACC Penjilidan	Emy Sudarwati, S.S., M.Pd

10. Telah dievaluasi dan diuji dengan nilai:

Malang 29 Januari 2014

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Dosen Pembimbing II

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