

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature relevant with the problem of research, it concerning to the speaking (definition of speaking, speaking to deaf, component of speaking to deaf, technique teaching speaking to deaf), SLB, deaf and hard hearing (deaf student, types of deaf and hard in hearing), Speech reading and previous study.

A. Speaking to deaf student

1. Definition of Speaking

Speaking is one of basic skill in language, the action of conveying information or expressing one's feeling in speech. Speaking, Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language it is self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking could not be separated from pronunciation and listening as it encourages learners to learn the English sounds. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. Writer confesses that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to (Ladouse ;1991) speaking is described as the activity as the ability to express one-self in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. That speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what speakers say to what speakers see, feel and think. When speakers feel something, speakers want someone can hear us. So, in this process speakers can call it is an interaction between two sides. When someone speaks to other person, there will be a

relationship. The relationship itself is communication. Furthermore, (Wilson 1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he or she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says. (Stern in Risnadedi, 2001) said watch a small child’s speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker’s or learner’s desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This

become one important subject that teacher should give to That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2. Definition of Speaking to deaf student

Speaking in deaf student is ability to express a felling, experience, story to other person, but in different way to produce, because deaf student cannot use their ear normally and it influenced the oral production, they hard in producing sound. It different when speakers want to speak with deaf student, deaf student they cannot hear sound normally. Speaking to deaf student is different with a normally speaking, deaf person usually speak each other use gestures, mimic, expression, action and sign

language. Usually they use sign language BSL and ASL but in Indonesian are Sibi and Bisindo.

Speaking is the productive skill. It cannot be separated from listening. When speakers speak we produce the text and it should be meaningful. In the nature of communication, speakers can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. So how about the deaf student how to teach them speaking, in this case the deaf students cannot speak in their own language. The potential to talk to a deaf child cannot develop normally because hearing impaired children cannot receive sound stimuli from their surroundings, while children learn to speak in a way of shouting-sounds coming from outside.

There are three factors that cause the deaf child to have difficulty in mastering the language: (1) there is no auditor's feedback when he / she speak, (2) does not accept enough verbal amplifiers from adults, and (3) cannot imitate language or talk adults.

3. Speaking component to deaf

In speaking to deaf based on curriculum of SLB-B there are components that relates to all of aspect in speaking an every student have to know they are pronunciation, Grammar, Vocabulary and fluency.

a. Vocabulary to deaf

One of important aspect in learning a foreign language is vocabulary, studying vocabulary means knowing the name of things (Nurhayati; 2008). Vocabulary is basic in learning language, Ur (1991:61) states “vocabulary can be defined, roughly, as the word we teach in foreign language, however a new item in a vocabulary more than a single word”. While, Gardener in (Adger: 2002) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language it means that it relates to how people use and store words and how they learn word and the relationship between words, phrases, categories of words and phrases. It means that in learning vocabulary we have to understand a meaning full of words itself and a sentence context.

Vocabulary by (Suyanto: 2007:43) explains vocabulary is a set of words which had by a language and give the meaning if human use that language. In language communication, speakers use many vocabularies to communicate with other. So, if someone has more vocabularies they will easily to communicate with another people. Vocabulary is one of the language aspects which should be learn, the important of vocabulary is stated by (Allen; 1983:5). He states that: in teacher-preparation program to day, there is more attention to teach vocabulary. One reason is this: in many English second language classes, even where teachers have devoted much times to vocabulary

teaching, the result have been disappointing. Sometimes-after months or even years of English- many of words most needed have been learned.

Taken from Oxford Pocked Dictionary, “vocabulary is all the word that person knows or use or list of word whit their meaning especially in a book for learning a foreign language. According to (Nunan, 1990:01) on his book, Second Language Teaching and learning:

“Vocabulary is more than list of target language words. As part of the language system vocabulary system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages. Into “grammatical word”, such as proposition, articles, adverb, content word and so on. The grammaticality of vocabulary also manifest itself in word morphology, that is the grammatical particles that we attach to beginning and ends of word in order to form new words. The following task in designed to focus learner on this aspect language”

As different definition above, vocabulary is defined as the words that have the meaning and form, and every word sometimes have different meaning and multiple meaning, therefore, the researcher can define that vocabulary is the written words that students need to know meaning, function and in order to lead them in achieving comprehension, it represents multiple meaning in form of paragraph or speech. Researcher can conclude that vocabulary is a core competence of language or set of word is had by language for purpose of communication. It not different with deaf student, deaf student needs a

vocabulary to know a word written or spoken, vocabulary is basic in teaching speaking to introduce thing, animal, etc. around deaf student.

b. Grammar to deaf

Grammar is body of rules for speaking, reading and given language, in speaking grammar is one important aspect. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by (Heaton, 1978:5) that student ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility grammar is also to learn the correct way to gain expertise in a language in oral written form. In Wikipedia grammar is defined the set of structural rules governing the composition of clauses phrases and word in any given natural language. Based on definition above researcher infer that grammar is rules that lead student to speak correctly in daily conversation.

c. Pronunciation to deaf

Pronunciation is the way for students to produce clearer language when they want to speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes constantly and supra segmental features. A speaker who constantly mispronounces a range of phonemes can extremely difficult for a speaker from another language community to understand (Gerald, 2000:11). Based on

definition above the researcher infer that pronunciation is the way how to speak clearly, correctly and understandable. There are some problem in learning English, because English is foreign language so students get difficulties to pronounce English word, sometimes their pronunciation and spelling are different (Nurhayati; 2015). In deaf student pronunciation is basic component that important in speaking skill in English language. Deaf student usually only know the written of word but they do not know how to read or speak. In this case pronunciation is problem in teaching speaking but there is ways to decrease it.

d. Fluency to deaf

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for language items needed to express the messages (Brown, 1997:4). But in this case especially happen to deaf students it has exception, because deafness or student who hard in hearing usually cannot speak clearer and this theories is still omitted. In different side deafness can understand and imitate speaking sound by using movement of lips but not all of them do it, because there are many types of deaf student.

Usually fluency in speaking to deaf, assessed by categories such as, vocal, diction, word, and phrases etc.

4. The technique of teaching speaking to deaf

Harmer (in Tarigan, 1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are: (1) Introducing new language (2) Practice (3) Communicative activities. When introducing new language, the teacher should find out the genre or the text and the topic, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text. It is not different when teaching speaking to deaf student, but the small different is how to apply in explaining to deaf other teacher use speech reading, total communication, sign language and written language but the point here the teacher have to develop the teaching technique for achieving the target speaking language. Other technique used for teaching speaking to deaf :

(1) Information gap by using pictures (2) By using photographs (3) By using song (4) By using mysterious thing (5) Educational drama which covers miming, role play, the empty chair, simulation. Teachers combine the media and technique related to material that will be reached. In other hand there are technique and strategies usually used according to Sharon down and friends. Are, using speech reading, written language, sign language, real object, using interprets, and assistive listening device.

B. SLB (extraordinary school)

SLB is formal school or we usually call by extraordinary school. SLB is built for students with special need. It has purposes to help student develop their skill to be optimal, and appropriate with their special need. SLB in Indonesia divided to several categories such as SLB-A for blind student, SLB-B for deaf student, SLB-C for mental retardation, etc. in this section researcher try to analyses implementation speech reading in teaching speaking to deaf student, the researcher emphasize and focus to deaf student. So the researcher chooses SLB-B to be object selection in this Study.

C. Deaf and Hard hearing

Deafness refers to profound hearing loss of 90 decibels or greater, hard of hearing refers to those students who have some residual hearing. Hearing loss may be conductive when there is disruption of the transmission of sound through the outer and/or middle ear sensory-neural, which is due to sensory or nerve damage in the inner ear, auditory nerve, or auditory cortex of the brain. When the deafness is congenital (occurring before or at birth) or pre-lingual (before the age of about three when spoken language is normally acquired) the student will have significant communication impairments resulting from having a restricted exposure to language and social frame of reference when learning to speak, write, or lip-read (Speech reading).

Educational limitations: the most significant is that hearing loss cuts students off from the usual means of acquiring and transmitting spoken language. Deaf students cannot engage in spoken conversation, listen to information or enjoy the radio, television, movies, music, etc. limitations also include appreciating social nuance, jokes, and gossip exchanged by hearing people. Deafness limits hearing in various ways. Many deaf students are unable to perceive sound, including speech, in a way for it to have for ordinary purposes. Many other students are hearing impaired by background noise, cross talk and certain sound frequencies that limits accurate transmission of information. Deaf and hard of hearing students often are limited in mastering English grammatical structure despite intelligence and effort. Lip reading, while helpful, is only 30% to 40 % effective in learning.

a. Deaf Student

The definition of deaf student from Wikipedia, The free Encyclopedia "Hearing Impairment" Hearing impairment is hearing loss that prevent from totally receive sound through the ear. A full or partial decrease in the ability to detect or understand sound, according to (Tan Oon Seng and friend, 2001:144), that deaf or hearing impairment is defined as a genetic term indicating a hearing disability that may range from mild to profound, including the subsets of deaf and hard of hearing. So, it can be

define that deafness is very influence the student learning and make difficult in understanding. Student who born deafness or hard hearing in this several years usually cannot develop normal speech and language, (Bandie2006:102) says that students did not have problem their hearing abilities will get good result or accurate information that comes into their brain based on what they have studied. Hearing impairment is consequence of a functional loss of hearing; actually with hearing impairment also has speaking disabilities. It will be one of the teacher's jobs to get their students come into the lesson. For example in speaking class the teacher have to on touches and explain the material by giving instruction by using lips reading, sign language or written language.

Deaf student has hearing abnormalities, so they experience obstacles in communicating. (Tarmansyah, 1996:2) he suggests that in deaf children are often encountered talk that deviates from the correct language rules, so it is necessary need the discussion to children with hearing impairment earlier for increasing and supporting their ability to communicate. The difficulties in language acquisition are also seen when student are invited to communicate. For example: if we show glass and we ask "what is this?" then the student will answer " drink" both gestures and verbal speeches, as well as for example when our child show the

clock or alarm clock, he will give the ear sound or gesture or pointing at his wrist that signaled watch. Next Evans in (Lani Bunawan 2000:48) said the mastery of spoken language is owned deaf student are low, so the reality is very influential their academic appreciation in general. Based on the above, the main task of deaf children education teacher is to speak the child early because it is a basic concept in support communication skill. Actually, there are several activities and technique which can be used in teaching speaking English to deaf student. In this research the writer choose speech reading technique to help the deaf student in teaching their speaking ability.

b. Types of deafness in speaking

There are types of hearing impairment based on Tan Oon Seng (2001:45), they are:

1. Deaf is a hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. This students is difficult to speak and listen, the teacher have to give more attention to accommodate the weaknesses.
2. Hard of hearing is a hearing impairment, whether permanent of fluctuating, which adversely affects a child's educational performance but which is not included under the definition of “

deaf”, this students still have a ability to speak and listen. Their also have a better vocal than deafness.

3. Deaf –blind is simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problem that a child/ students cannot be accommodated in special education program solely for deaf children or blind children.

According types of hearing impairment above, the object that should be analyzed by researcher in SLB-B are Deafness and Hard of hearing.

D. Speech reading in teaching speaking

The use of speech reading is one of interested technique. Speech reading is a technique reading that understanding the conversation or speaking through the movement of lips. We try to read the movement of lips from the speaker. Someone are made on the back of the closed lips or away at the back of the mouth so they are invisible, or there is also a speech sound on the lips that looks the same so that the lip reader cannot confirm what sound it sees. This is especially troublesome for those who are deaf in the pre-emptiness period. One can be a good speech reader if supported by a good knowledge of the structure of the language so as to make a good guess about the "hidden" sounds. Thus, a normal-looking Deaf person is usually a better speech reader than a hearing impairment,

and there is even evidence that a non-hearing impaired person can read lips better than a deaf person who is forced to rely on this method (Ashman & Elkins, 1994). From this activity deaf students can improve and train their skill in speaking especially English language. This technique has advantages for deaf students because they immediately know and understand about the material that has been delivered.

Speech reading is the improved recognition of spoken language and sign language from visible movement of the face, mouth, and supportive gestures (see) the integration for enhanced understanding of speech. The integration of visual information with auditory information for enhanced understanding of speech (Sumbly & Pollack, 1954; Tye Murray et al., 2010). Also referred to as lip-reading, “the perception of speech by interpreting visually available movements of the face, mouth and tongue” (Feld & Sommers, 2009, p. 1555). According to ASHA conference Chicago, IL 2013 speech reading performance varies broadly across individuals (children and adults, those with hearing loss and those with normal hearing (Erber, 1969; Lyxell & Holmberg, 2000); males and females, and across education levels. Young adults (AVG, age 21) perform better than older adults (AVG. age = 76) on measures of speech reading (Feld & Sommers; 2009).

It means the evidence that speech reading is useful for improving speaking skill to deaf student, and we can infer if in Chicago is successful in this study the researcher try to apply the speech reading in teaching

speaking skill, and to know the implementation in SLB-B. In this case everybody can learn how to speak by lip, based on data above deaf student get concern and different class to improve their skill firstly and education secondly.

E. Previous studies

The previous studies that one relevant to this research. The writer has found the research done from to (Hernawati; 2007) E-journal under title “Language and speaking ability development to deaf student ” in this research explain one of deaf students need. That explains language and speaking ability for basic communication of them, and a research just explains the factor that can improve the speaking ability of deaf student. The second research from (Sulastri; 2013), journal under title “Improving communication ability using total communication for deaf students in second grades at SLB-B Kartini Batam”, this research focused on the method that improving skills troughs methods total in children deaf communication medium class. She tries to improve the student communication skill by conducting the methods to deliver the vocabulary. The result learning media is more interested, and by TCM (total communication method) can improve communication skill of deaf students. The next research from (Jean S. Moog and Karen K. stein: 2008) under title “teaching deaf children to talk” in this journal explain the ways to teach deaf children to talk in first language. In this research also

explain the component that influenced the speaking skill to deaf children such as, developing listening skill, speech skill and conversation but it not talk more about strategies and technique that appropriate to improve the speaking skill.

This research has some similarities and differences between previous studies. The similarity both of them speaking and communication skill, in previous study talking about speaking class in Bahasa Indonesia, but in this research is about how to teach deaf student speaking in foreign language (English Language) and in this research researcher tries to focus not only to student but researcher focused to teacher. The researcher tries to analyses in different perspective in teaching English language especially in speaking skill, and the second is different education level, school, research design, teaching technique.