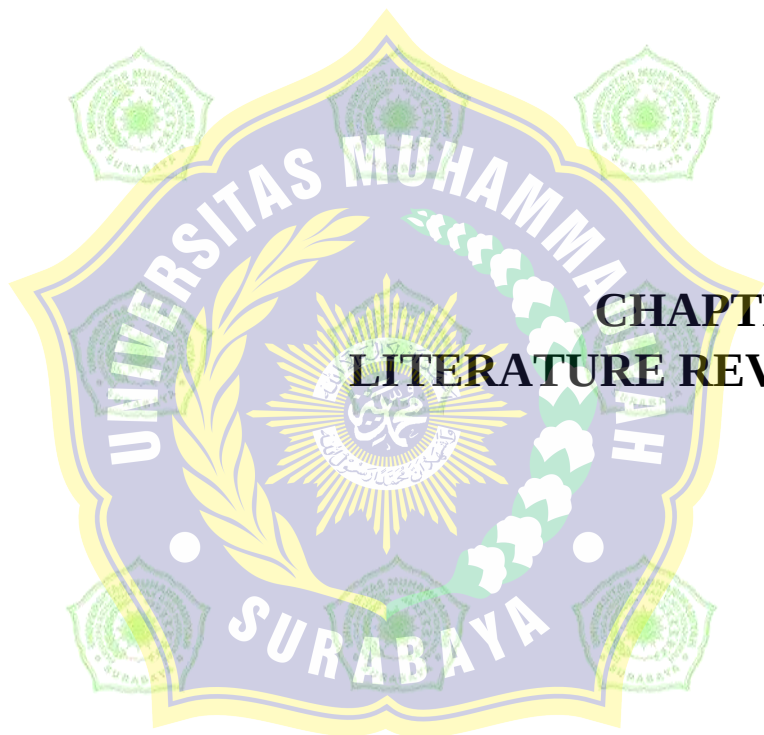




CHAPTER II LITERATURE REVIEW

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This chapter discusses the theories and previous research that support this research topic. It outlines key concepts related to vocabulary teaching strategies for hearing impairment students and explores relevant findings from previous research. The theoretical framework in this study is intended to strengthen the foundation of this research .

2.1 Inclusive Education

Inclusive education is an educational service system that ensures students attend the nearest school, receive equal treatment and instruction, and participate in regular classes with their peers. Inclusive education can mean accepting students with disabilities into the curriculum, environment, social interactions, and self-concept. In this sense, every child has the same right to receive an equal education at every level.

Inclusion is an approach to building an environment that is open to everyone from diverse backgrounds and circumstances, including characteristics, physical condition, personality, status, ethnicity, culture, and so on. This mindset then develops along with the process of incorporating the concept into the curriculum in educational units, so that inclusive education becomes an educational service system that provides every student with the opportunity to receive a decent education (Farah et al., 2022).

With this inclusive education, it provides equal opportunities to children with disabilities, not only in terms of physical abilities but also other disabilities ranging from physical, mental, emotional and even social limitations and/or students who have unique intelligence.

Inclusive education is nothing new. In fact, governments around the world are beginning to advocate for the importance of inclusive education. Inclusive education is not a new idea. Communities have practiced inclusion for centuries. It is important to recognize and build on it wherever possible, so that inclusion becomes sustainable, with community ownership and involvement (Stubbs, (2008)) .

Differentiated learning believes that every student should have the opportunity to learn at their own pace. This encompasses learning activities, including materials, processes, learning products, learning environments, and learning evaluations. Teacher creativity is essential to accommodate these factors, ensuring meaningful learning for each student (Purwowidodo & Muhamad, 2022) .

This theory is the basis for this research because learning for hearing impairment children also has the same rights in terms of both the learning process and the learning environment.

2.2 Hearing Impairments

Education is a right that every citizen must receive and must be fulfilled. Every individual has the same right to education, both normal children and children with physical, social, and intellectual disabilities. According to Siallagan & Harsiwi (2024), education is a basic right for every child, both normal and special needs.

Without exception, the right to education can also be obtained by children with hearing disabilities. Hearing impairment is a disorder experienced by children, both partial and total hearing loss. A person with a hearing disability is someone who experiences a hearing disability so that they cannot hear the results of hearing in their entirety, usually only able to hear sounds from a close distance (Siallagan & Harsiwi, (2024) . According to Mardiana & Pujiati, (2018) , individuals with special needs do not only include those with physical limitations, but also those with disorders of the nervous

system. These disorders can be caused by genetic factors, accidents, environmental conditions, or unhealthy lifestyles.

According to Farah et al., (2022) , hearing impairment children have several characteristics based on their social and physical aspects. The consequences of hearing loss can affect the ability of hearing impairment children to speak. These social characteristics include: Limited interaction with fellow hearing impairment students, Egocentric nature that exceeds normal children, Feelings of fear (worry) about the surrounding environment, The attention of hearing impairment students is difficult to divert; Having an innocent nature, and Quick to anger and easily offended. Meanwhile, in the physical aspect, it includes the child's hunched and somewhat stiff gait, eye movements that tend to be faster, hand movements that are actually faster and short of breath.

It should be noted that people with hearing impairments also have varying degrees of difficulty and severity of hearing loss. This is based on a detailed explanation by Farah et al. (2022) regarding the levels of hearing loss experienced by students. Among these levels, there are mild hearing loss,

1. Mild impairment with a degree of 20-30dB in this classification, children are still able to learn to speak using hearing aids and can develop normally.
2. Marginal hearing loss, 30-40dB in this classification, children will generally have difficulty hearing at a distance of more than one foot and have difficulty following conversations, but children can still learn to speak using their hearing aids.
3. Moderate hearing loss. 40-60 dB in this classification, children can generally only hear sounds at high volumes.
4. Severe hearing loss, 60-70 dB, in this classification, children cannot speak without the use of special techniques. Very severe hearing loss.

5. Chronic is at a level of more than 75 dB in this classification, the child cannot learn to use his hearing aid.

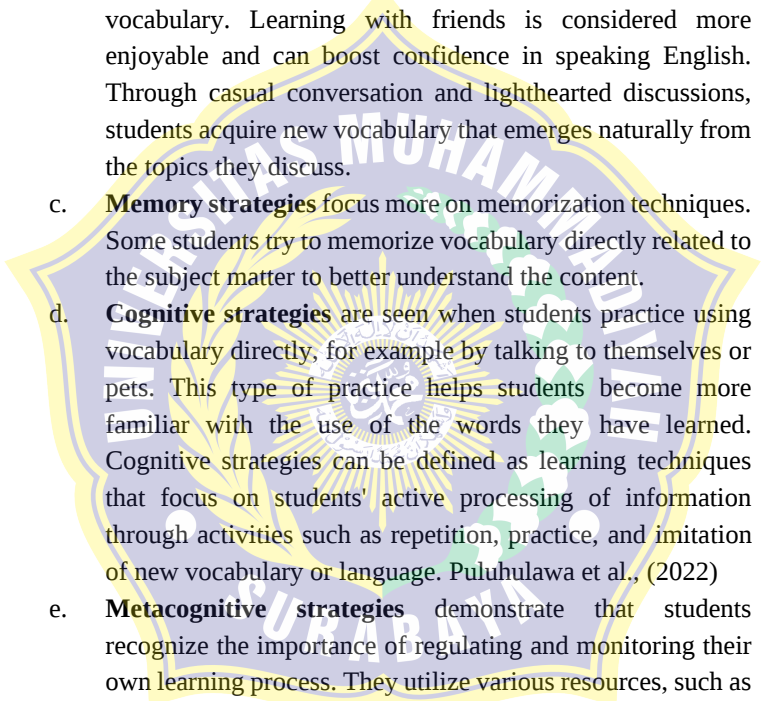
2.3 Learning Strategies in Teaching Vocabulary

Language is the most crucial means of communication, and like it or not, English currently dominates all aspects of communication, including education. The Indonesian education system has long agreed that English is not only studied by junior high or high school students, but is also introduced to students in kindergarten and elementary schools (Pertiwi & Warnandi, (2020) .

English is one of the most widely spoken languages in the world today. More and more people are learning English as a second/foreign language. Many countries incorporate English into their school curriculum, and children begin learning English from an early age. People learn English for a variety of reasons, such as career development, pursuing studies abroad, and passing exams. Ananda, (2021) .

The word strategy comes from the Latin word 'strategia', which means the art of using plans to achieve goals. A learning strategy is a method used by a teacher in delivering learning to students. A learning strategy is the design of a learning approach in managing teaching and learning activities to achieve learning objectives effectively and efficiently. Nasution, (2017) . According to Hasriadi, a strategy can be defined as a plan containing a series of specific, challenging activities, which are then designed in such a way as to enable the achievement of learning objectives. Hasriadi, (2022) .

Vocabulary learning strategies are methods teacher use to consolidate the vocabulary taught to students. Based on their classification, vocabulary learning strategies can be divided into five categories. According to research conducted by Holidazia & Rodliyah (2020) , these five learning strategies are:

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- a. **Determination strategy** , where students attempt to interpret word meanings independently. Some students choose to understand word meanings through the context of the sentences they read, while others prefer to use a dictionary as their primary tool for finding the meaning of unfamiliar words. This approach demonstrates a strong desire to learn independently without relying directly on teacher assistance.
 - b. **Social strategies** involve interacting with peers to learn vocabulary. Learning with friends is considered more enjoyable and can boost confidence in speaking English. Through casual conversation and lighthearted discussions, students acquire new vocabulary that emerges naturally from the topics they discuss.
 - c. **Memory strategies** focus more on memorization techniques. Some students try to memorize vocabulary directly related to the subject matter to better understand the content.
 - d. **Cognitive strategies** are seen when students practice using vocabulary directly, for example by talking to themselves or pets. This type of practice helps students become more familiar with the use of the words they have learned. Cognitive strategies can be defined as learning techniques that focus on students' active processing of information through activities such as repetition, practice, and imitation of new vocabulary or language. Puluhulawa et al., (2022)
 - e. **Metacognitive strategies** demonstrate that students recognize the importance of regulating and monitoring their own learning process. They utilize various resources, such as classroom lessons, music apps with lyrics, or even English-language programs like films and speeches. These resources are used as a medium to improve vocabulary in a more enjoyable and interest-oriented learning environment.

2.4 Teaching Vocabulary to Students with Hearing Impairments

In teaching strategies to children with hearing impairments, there is a strategy called the Mnemonic Strategy. The mnemonic strategy comes from the Greek word *mnemosyne*, meaning "goddess of memory or remembrance." Mnemonic learning means learning by building connections between new information and information already known. (Zaenuri and Maemonah, 2020)

Mnemonic strategies consist of several types or parts that are adapted to the development of the child's age and learning abilities.

- a. First, external memory aid strategies are a type of mnemonic that uses objects or tools external to the student to help them remember information, such as writing down a study schedule or posting vocabulary words on the classroom wall. This strategy can be used by children as young as six and becomes habitual by age eight.
- b. Second, rehearsal, or deliberate repetition, is a basic mnemonic strategy that involves repeating specific words or information to reinforce memory. Children as young as six can be taught this strategy, and by age seven they can usually do it spontaneously.
- c. Next, there's the organizational strategy, or systematic organization, which involves grouping information based on specific categories, such as letters of the alphabet or themes. This strategy begins to develop in children around the age of ten. For example, grouping words like "take," "there," and "what" based on the initial letter 'A'.
- d. Then there's the elaboration strategy, which involves making associations between new information and something already known, whether through short stories, acronyms, or other meaningful connections. Young children usually need help elaborating, but older children can do it independently. For

example, remembering the colors of the rainbow through the acronym "mijikuhibiniu."

- e. Another type is imagery, a visualization strategy using the keyword method. In this strategy, the word to be learned is associated with other words that sound similar and are already known. This strategy is very effective in learning foreign languages and is commonly used with children in mid to late childhood.
- f. Apart from that, there is also the loci method, which is a technique that links information to be remembered with a certain location or place that the child is already familiar with, for example remembering a vocabulary list based on the location of objects in the classroom.
- g. Finally, the alphabet system strategy involves organizing and memorizing vocabulary in alphabetical order from A to Z, similar to the method used in a dictionary. This strategy is suitable for middle-aged children and older who already understand the structure of the alphabet. All of these mnemonic strategies play a vital role in helping children, especially those with hearing impairments, enrich and memorize vocabulary more effectively and enjoyably.

In addition, according to Rahmah (2018), hearing impairment children learn more effectively through visual and multisensory methods because they rely heavily on sight to obtain information. The use of visual media such as images, videos, and word cards is very helpful in understanding abstract language concepts. In addition, this strategy is strengthened in the statement of Mutia & Desiningrum (2015) that multisensory strategies have been proven to have a significant impact in helping hearing impairment children improve their vocabulary memory. By involving various senses such as sight, touch, and body movement simultaneously, this method is able to strengthen understanding and speed up the process of memorizing words, because information is absorbed through more than one learning channel. Furthermore, they understand material more easily

through direct experience, where real-life activity-based learning provides concrete, more easily digestible images than concepts presented solely verbally. During the learning process, they also use sign language and lip-reading to communicate, so interactions with teacher and peers require clear facial expressions and gestures.

When teaching children with hearing impairments, teacher must use methods appropriate to their needs. Using teaching aids such as miniature objects, word cards, atlases, and puzzles is an effective way to foster understanding. Additionally, visual stimulation media such as articulating mirrors, pictures, diagrams, and written text are also used to clarify concepts being taught.

According to Lee (1963), vocabulary teaching can be done using several approaches, which can help students understand and improve their vocabulary knowledge. One such approach is the use of images as learning objects. Generally, the phrase "look at the picture" refers to the use of images or visuals that students can see, which can effectively help students understand vocabulary without having to translate it directly. This is also very effective when applied to students with hearing impairments.

The second approach strategy is to introduce vocabulary in context. Vocabulary is easier to understand and remember when introduced in a real-life context. Students can see how words are used to construct sentences. Next, we practice vocabulary with matching activities. This strategy is considered an efficient approach to improving children's vocabulary skills or helping them remember vocabulary.

In the book by Brown & Lee, (2015), vocabulary teaching is carried out using explicit and implicit approaches applied simultaneously. Where the explicit approach involves direct teaching through word lists, synonyms, antonyms, and definitions, while the implicit approach emphasizes vocabulary learning through reading and listening activities. In addition, techniques used include the use of

linguistic corpus to understand word usage in real contexts, word recording and grouping strategies, and context-based learning through reading texts or conversations. Furthermore, vocabulary learning often occurs unplanned when students encounter new words in everyday interactions. Integration between grammar and vocabulary is crucial to ensure that students not only understand grammatical rules but also have sufficient vocabulary to use them effectively in communication. Task-based approaches are recommended to provide real exposure to vocabulary use in authentic situations, while technologies such as online corpora and language learning applications can enrich students' learning experiences.

In addition, an individual approach is a strategy that can be applied in teaching vocabulary to children with hearing impairments. This is in line with the statement Firah & Harsiwi, (2025) in their research stated that a personal approach is very crucial in assisting children with special needs, because each child has different levels of obstacles and needs.

2.5 Previous Studies

This research is the latest in the field of vocabulary, as evidenced by several similar studies on the teaching experiences of English teacher with hearing impairment children, but with different conceptualizations. One such study is the study conducted by Jayson A. Dela Fuente (2021) on College Teacher' Experiences with Hearing impairment Students. Although this study focuses on English language teaching, specifically vocabulary, it is the latest in its field.

Inclusive education for hearing impairment students has become a global concern, with challenges and approaches varying across countries. Dela Fuente (2021) examined the experiences of Philippine lecturers teaching hearing impairment students in inclusive classrooms, identifying key challenges such as a lack of sign language skills and a lack of training for lecturers in special education.

Several previous studies have conducted similar studies, but significant differences remain, both between normal and regular

children. For example, in the study by Sari & Wardani (2019) , English teacher collected data in public schools and targeted normal children without disabilities.

Although both studies address challenges in vocabulary learning, the approaches used for students with Hearing Loss emphasize visual, multisensory methods, and assistive technology. Meanwhile, the research in this article focuses more on conventional methods applied to regular students. Therefore, adaptation of more inclusive and visually-based teaching techniques is needed in teaching vocabulary to students with hearing loss.

