LEARNING STRATEGY IN READING

COMPREHENSION APPLIED BY DEAF STUDENTS OF

SLB PERTIWI PONOROGO

THESIS

By

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ABSTRACT

Reading is the process of transferring the meaning. Reading will be effective when the reader combine their background knowledge with the information from the text. It is a skill that has to master by students, no exception deaf students. One of the aspects that influenced the reading comprehension is learning strategy. By understanding learning strategies, it is easier for deaf students to comprehend the reading. There are three kinds of learning strategy (metacognitive strategy, social affective strategy and cognitive strategy). Each of deaf students used different learning strategy. Through their way, they will increase their reading comprehension.

The objective of this research is to find out the learning strategy that applied by deaf students in reading comprehensionand to describe the learning strategy that applied by deaf students in reading comprehension of SLB-B Pertiwi Ponorogo.

This research applied qualitative approach and the research design was case study. The research was conducted in SLB-B Pertiwi Ponorogo started on March until June, 2017. The subject of this research was deaf students who learn English Language from Junior High School until Senior High School of SLB-B Pertiwi Ponorogo. The researcher used three research instruments, namely observation, interview and documentation. And the data analysis used triangulation technique.

The findings of this research showed that (1) There are two kinds of learning strategies applied by deaf students, namely socio affective strategy and cognitive strategy. (2) The application of learning strategy applied by deaf students in reading comprehension is influenced by their weakness. Their physic is abnormal. They cannot hear well. So, they need effort to increase their reading comprehension. By discussion with their friends they will comprehend the reading. They also need clarification from the teacher. It proved that they applied social affective strategies by cooperate and clarifying. Beside it they do repetitions during read. The visual media also help their reading comprehension. It is includerehearsal and imagery in cognitive strategy. It is make them understand the text.

So, it can be concluded that deaf students applied learning strategy in their reading comprehension. In other word, learning strategy is help deaf students of SLB-B Pertiwi Ponorogo in reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of way to learn a language. It is one of skill to learn language. It has a very important place for learning English as a foreign language. It is one of four skills that must be mastered in learning English as foreign language. It is an activity to get the information. In reading, it has to through a process to get the information.

The process is activity to know reading learner ability, such as to get meaning, to understand meaning and to know information from the material written. It is a set of skill that involves making sense and deriving meaning from the printed word.It is a set of skill that involves making sense and deriving meaning from the printed word.

It is defined by David Nunan, reading is the fluent process of learners combining information from a text and their own background knowledgeto build meaning.[1] To get the information by reading the learners also use their background knowledge that they have before. They combine their knowledge and the information from a text that they read. It will create the new knowledge as the

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[1]David Nunan. Practical English Language Teaching (New York: McGraw-Hill. 2003), 68.

result of combination both of them. It is need the comprehension to get the information in reading.

Reading comprehension used to get the information by understanding the content or goal of the text. The learners have to use such a wide repertoire of language skills as vocabulary, to gain meaning from text while at the same time they use their own background knowledge to construct a situation model of the understanding related to the text passage.[2]

Even though, some empirical investigation show to us that the students' reading comprehension is low.[3] Reading comprehension in normal students is still low, moreover in abnormal students which have physic impairment, restrictiveness intelligent, and restrictiveness emotion. Such as deaf students who have physic impairment.

Students who are deaf or hard of hearing often struggle develop or improve crucial literacy skill. One of the most difficult skills for them to master is reading comprehension. According to van Staden, "The reading skills of many deaf children lag several years behind those of hearing children, and there is a

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[2] Devi Apsari Saraswati. Learning Strategies In Reading Comprehension Applied By Successful Learner,(Thesis of English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri. 2015), 4

[3]Kharisa Budiarti. Strategi Pembelajaran PQ4R Terhadap Kemampuan Membaca Pemahaan Siswa Tunarungu.

need for identifying reading difficulties and implementing effective reading support strategies in this population".[4]

To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge. It is not an easy activity that all students can do. Many of English language learners failed in their comprehension the text since they don't have enough capacity of reading comprehension ability to detect the gist of the text.[5] It is can be caused by the inappropriate learning strategy or inappropriate teacher strategy in teaching.[6] Therefore, to be a successful learner in reading comprehension, they need appropriate learning strategy.

Learning strategies are specific means that learners use to learn or improve their language. It is as special thought or behaviors that individuals use to help him comprehend, learn, or retain new information.[7] Students' learning strategies will affect their learning result, and also their reading comprehension. Good learning strategy makes readers easy to catch the message of a text. There are three main categories of learning strategies depending on the level or type of

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[4]Lisa M. Bickham, Reading Comprehension in Deaf Education:Comprehension Strategies to Support Students Who are Deaf or Hard of Hearing(Thesis: School of Arts and SciencesSt. John Fisher College. 2015), 3.

[5]Interview by Mr. Tri Joyodiguno, S.Pd, 15 December 206, at SLB Pertiwi Ponorogo.

[6]Kharisa Budiarti. Strategi Pembelajaran PQ4R Terhadap Kemampuan Membaca Pemahaan Siswa Tunarungu.

[7]J.Michael O'Malley, Anna Uhl Chamot. Learning Strategies in Second Language Acquisition (Brithis: Cambridge University Press. 1990),1

processing involved[8] there is cognitive, metacognitive and affective or social strategies.

The learning strategies is needed by deaf students in reading comprehension. It will help the deaf students to easier in their learning process. The deaf students also use learning strategies in their reading comprehension. They have different learning strategies for each other. They will be easier in reading comprehension if they applied the appropriate learning strategy.

Like the deaf students at SLB-B Pertiwi Ponorogo. Some students in this school have special learning strategies. As the pre-research observation, there are some deaf students who have unique learning strategies. Two from nine deaf students always talked with others when they learn. They try to discuss with their friends by sign language. In other class there are some students repeating the text or statement when they read. When they learn they have different way to comprehend the reading. It shows to us that the students have own way in their learning. They will use their strategy to comprehend their reading.

Automatically the learning strategy influence the result of the learning. The appropriate learning strategy that used will create good result of learning. But if the learning strategy that used is inappropriate, it will create less result of the learning.

In conclussion, based on all of reviews that explanation above, the researcher is interested to know how is the deaf students' learning strategy in

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[8]Ibid.,44

reading comprehension. So, the researcher wants to conduct the research entitled "LEARNING STRATEGY IN READING COMPREHENSION APPLIED BY DEAF STUDENTS OF SLB-B PERTIWI PONOROGO".

B. Research Focus

In this research, the scope focused on learning strategy of deaf students in reading comprehension. Here the deaf students use learning strategy in their reading comprehension.

The researcher uses the students as the subject. The subject of this research is the deaf students at SLB-B Pertiwi Ponorogo

C. Statement of the Problems

The problem of the study can stated as follows:

1. What are the learning strategies that applied by the deaf students in reading comprehension at SLB-B Pertiwi Ponorogo?

2. How are the learning strategies that applied by the deaf students in reading comprehension at SLB-B Pertiwi Ponorogo?

D. Objectives of the Study

1. This research is to find out the learning strategy that applied by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.

2. This research is to describe the learning strategy that applied by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.

E. Significance of the Study

The result of this research is expected to be beneficial for the theoretical significance and practical significance.

1. Theoretical Significance

This study expected to give contribution in educational science surface. The research can give contribution of developing knowledge to teacher's strategies in reading comprehension for deaf students. It can help involve the deaf students in teaching learning process.

2. Practical Significance

a. For students, they got different learning approach. It means that the atmosphere of learning process more comfortable and pleasing. Therefore, students easily to understanding the subject and increase the result of learning process.

b. For teacher, this study can be input or alternative to choosing the strategy or learning approach which pleasing and comfortable. Therefore, students can understand subject well and the goal of learning achieved.

c. For Institution, this study can be an information which useful in English teaching learning to improve and increase the goal of institution.

d. For the future researcher, the researcher gets new knowledge about learning strategy in reading comprehension for deaf learners.

F. **Research Methodology**

1. **Approach and Design**

   This research applied qualitative research which used casestudy research design. This research conducted from social phenomenon in SLB-B Pertiwi Ponorogo. The pre-research observation found out about the variations deaf students' learning strategies in reading comprehension.

   In this research the data was collected naturally by observing the learning strategy of deaf students in reading comprehension at SLB-B Pertiwi Ponorogo and by conducting an interview with the English teacher of the school. The researcher plays a role as an observer and an interview. Then the details analyzed and presented in a form of description.

2. **Researcher's Role**

   In this research, the researcher is the key research instrument. The researcher becomes an observer and interviewer. In this research the researcher gets interactions with deaf students' activity in research location SLB-B Pertiwi Ponorogo. The researcher will observe how the learning strategies applied by deaf students at SLB-B Pertiwi Ponorogo. Beside it, the researcher also will be interviewing the deaf students and the English teacher. The subjects of this research are the English teacher and the deaf students of SLB-B Pertiwi Ponorogo.

3. **Research Location**

This research was conducted at SLB-B Pertiwi Ponorogo. Researcher chooses this place with reasons. First, headmaster, teacher and deaf students of SLB-B Pertiwi Ponorogo are welcome conduct the research. Second, SLB-B Pertiwi Ponorogo is one of School that is teaching English language process in their classes. The teacher also teaches the reading to the deaf students and the result of the reading comprehension is low. Beside it, the deaf students used learning strategy that different between each other. This phenomenon makes the researcher interested to conduct the research. Therefore, the researcher wants to know the English learning process and reading comprehension which used learning strategy.

4. **Source of Data**

   a. **Primary Data**

   The source of data for this research is in form of the information that the researcher got from the subjects. This information related with the learning strategy in reading comprehension for deaf students at SLB-B Pertiwi Ponorogo.

   b. **Secondary Data**

   To support the primary data to make it suitable to answer the statement of the problems, the researcher use documents, books other written sources that related and appropriate with the research, including of documents from TU of SLB-B Pertiwi Ponorogo (school profile of SLB-B

Pertiwi Ponorogo, vision, mission, condition of teacher, staff, and list of deaf students and infrastructure).

5. **Technique of Data Collection**

Qualitative research has become a fashionable term to use for any method other than the survey: participant (and non-participant), observation, unstructured interviewing, group interview, and the collection of documentary materials. Furthermore, the extensive data collection to make a matrix that contains four types of data (interview, observation, documentation, audiovisual materials). This research use interview, observation, and documentation as technique of data collection.

a. **Observation**

This research used observation to collect the data. It does not simply require the use of visual sense, it requires the use of all our sense in order to accurately perceive the whole picture.[9] Observation used to find out the description of learning strategy which used by deaf students. The researcher must conduct a face to face interaction with subject of the research. The observation used to know the learning strategy in reading comprehension applied by deaf students of SLB-B Pertiwi Ponorogo. The researcher participates in teaching and learning English process. The purpose of observation is to know the learning strategy which used to

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[9] Muhammad Adnan Latief, Research Methods on Language Learning an introduction (Malang: Universitas Negeri Malang (UM PRESS). 2014), 204.

comprehend the reading. The researcher observation by seeing and observing the teaching and learning activities of deaf students.

b. **Interview**

The researcher used interview to find the data. The researcher is using the structured interview, the question are used to guide the interview process have been prepared before.[10] The researcher gives some questions intensively about focus of the research that have been prepared. There are some informants' interviewed in this research consist of headmaster, English teacher and deaf students. In this research, the interview is about the learning strategy in reading comprehension applied by deaf students. The other information that will obtained by interview is the condition of research location, such as the profil of school, the data of students, the data of teacher and the other informations.

c. **Documentation**

In document research, the issues involve locating materials, often at sites far away, and obtaining permission to use the materials. For biographers, the primary form of data collection might be archival research from documents.[11] This research used documentation as one of technique in data collection. The researcher may obtain information from

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[10] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D) (Bandung: ALFABETA. CV. 2012), 319

[11] John W Creswell, Qualitative Inquiry & Research Design Choosing Among Five Approaches. (London: SAGE Publication, Inc. 2007), 141.

documentaion, such as written sources that related and appropriate with the research. The documentation method also is used include history of school, rapport and the other of data. .In this research, documentation study is applied to find the description of SLB Pertiwi Ponorogo profile. Beside it, this research needs grade point of students' reading comprehension. The data got from documentation of the result students' English achievement of test.

6. Technique of Data Analysis

In data analysis, the researcher try to make people easy to understand the research finding. It is conducted when the researcher complete of the process of collecting data. The researcher is searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.

a. Data reduction

In the data reduction, the researcher is summarize, classified and focused on essential; things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about the learning strategy in reading comprehension for deaf students.

b. **Data display**

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to understand. In this case, the researcher presents the learning strategy in reading comprehension applied by deaf students.

c. **Verification/ conclusion drawing**

In this case, the researcher makes the conclusion that can be in a form of thick explanation. This conclusion is the answer of the research problems. It will conclude the learning strategy that applied by deaf students in reading comprehension and describe the learning strategy that applied by deaf students in reading comprehension

7. **Checking of Validity**

To get the valid and credible data, the researcher uses triangulation technique.The types of triangulation have been identified, including theoreticaltriangulation (using multiple perspectives to analyze the same set of data), investigator triangulation (using multiple observers or interviewers), andmethodological triangulation (using different measures or research methodsto investigate a particular phenomenon).[12] In other expert, according John W Creswell, triangulation, researchers make use of multiple and

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[12]Alison Mackey, Susan M. Gass. Second Language Research Methodology and Design(London: Lawrence Erlbaum Associates, 2005), 181

differentsources, methods, investigators, and theories to provide corroborating evidence.

In this research, the researcher uses the source triangulation. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method. In this study, the researcher uses the triangulation technique to investigate data of the learning lstrategy in rreading comprehension applied bydeaf Students at SLB Pertiwi Ponorogo.

8. **Research Procedure**

There are four procedures for this research:

a. **Planning**

This procedure includes arranging the research plan, choosing, the field of data the research location, organizing permission, observing, preparing instrument, and something that related with research ethic.

b. **Application**

In this procedure involves:

1) Collecting data.

2) Coding the collected data.

3) Analyzing the collected data.

4) Reducing the data

5) Presenting the data

6) Making conclusion of the data analysis.

c. **Analysis data**

It includes analyzing data, observing the learning strategy that used by the deaf students in reading comprehension.

d. **Research report**

The researcher writes the research report in form of the thesis writing with the title "Learning Strategy in Reading ComprehensionApplied by Deaf Students at SLB-B Pertiwi Ponorogo. In this chapter also give suggestion or recommendation for education, for teacher and for students.

9. **Organization of Thesis**

To provide clear general description content of this research, it is important to organize the process of this research report systematically. This research covers five chapters which are discussed comprehensively in order that readers can understand every step in this research. This organization of this research is as follows:

The first chapter is introduction. The first chapter is introduction. It presents the researcher foundation including background of study, research focus, and formulation of problem, the aims of research, significance of study, research methodology, and organization of the thesis.

The second chapter is review of related literature. Theoretical analysis, discuss about learning strategy that applied by deaf students in reading comprehension.

The third chapter is contains research findings. Discuss about research location, data description. In this chapter also there are data about learning strategies in reading comprehension applied by deaf students of SLB-B Pertiwi Ponorogo.

The fourth chapter is about discussion. It describes about research findings and the discussion about deaf students' learning strategy in reading comprehension at SLB-B Pertiwi Ponorogo.

The fifth chapter is conclusion and recommendation. This is the last chapter of this research. In this part, conclusions as the research are drawn. Moreover, it is also provide with suggestion.
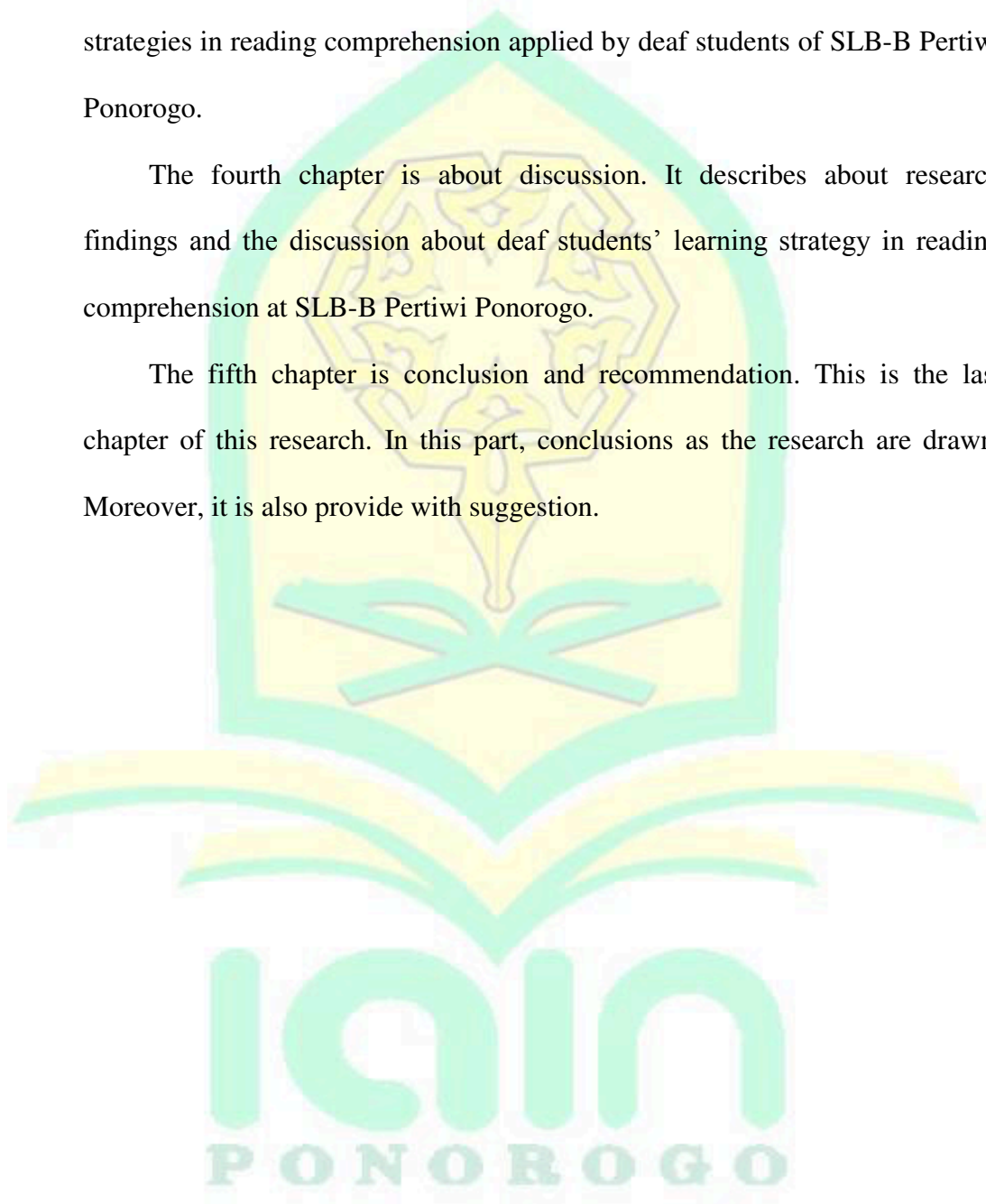
CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Background

1. Learning Strategy

a. Definition of Learning Strategy

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It means that learning is like transfer the knowledge through the process which engages some component.

Breaking down the component of the definition of learning, it can extract, as bellowing points:[13]

1) Learning is acquisition or "getting"

2) Learning is retention of information or skill.

3) Retention implies storage system, memory, cognitive organization

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5) Learning is relatively permanent but subject to forgetting

6) Learning involves some form or practice, perhaps reinforced practice

7) Learning is a change in behavior.

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[13] H. Douglas Brown, Principle of Language Learning and Teaching (New York: Addison Wesley Longman. 2000), 7.

Strategies is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planed designs for controlling and manipulating certain information.[14] It means that strategy is ways to achieve the goal through a process by planed design and manage the process.

Learning Strategy refers to "characteristics we want to stimulate in students to enable them to become more proficient language learner".[15] It is looking at the characteristics of tasks that foreign language learners must do and purposely teaching students the behaviors that will help them be successful learner.

b. **Type of Learning Strategies**

Learning strategies are specific means that learners use to learn or improve their language. There are many kinds of learning strategies, depending on the context and task. There are three kinds of learning strategy depending on the level or type of processing involved.[16]

Learning strategies have been differentiated into three categories. The first is metacognitive strategy. Metacognitive strategies are higher order executive skills that may entail selective attention, planning, monitoring an evaluating.

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[14] Ibid., 112.

[15] David Nunan. Practical English Language Teaching, 268.

[16] J.Michael O'Malley, Anna Uhl Chamot. Learning Strategies in Second Language Acquisition. 44

The second strategy is cognitive strategy. It operate directly on incoming information, manipulating it in ways that enhance learning. It can be subsumed to rehearsal, summarizing, induction, imagery, auditory representation, making inferences, using resources, organization, note talking, and elaboration of prior knowledge.

The third strategy is social affective strategy. It represents a bcoard grouping that involves either interaction with another person or ideational control over affect. There three categories in this strategy there are cooperation, clarifying, self-talk.

Table 2.1
The Classification of learning strategy

Learning Strategy	Definition of Strategy
Metacognitif Strategies	
Selective Attention	Paying attention to key information. Focusing on special aspect of learning task, as in planning to listen for key word or phrase.
Planning	Previewing main ideas Making plans to accomplish task Seeking out and arranging for conditions to promote successful learning
Monitoring	Self-checking ones comprehension. Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
Evaluating	Developing the ability to determain how well one has accomplishes the task. Checking comprehension after completion of a receptive language activity, or evaluating language production after it has

	taken place.
Cognitive strategies	
Rehearsal	Repeating the name of items or object to remembered.
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from sample of language
Imagery	Being able to visualize a picture and use it to learn new information
Auditory representation	Mentally replaying a word, phrase, or piece of information
Making inferences	Using information in the text to guess the meaning
Using resources	Developing the ability to use reference materials
Organization	Classifying words, terminology, quantities, or concept.
Note talking	Writing down key word and concept in verbal, graphic, or numerical form.
Elaboration of prior knowledge	Relating new to known information and making personal associations
Social/Affective Strategies	
Cooperating	Learning how to work with peers-completing a task, pooling information, solving a problem, and obtaining feedback
Clarifying	Learning how to ask question to get additional explanation or verification from the teacher or someone else who might know the answers.
Self-talk	Reducing anxiety by talking positively to oneself. Using mental control to use oneself that a learning activity will be successful or to reduce anxiety about a task.

Strategies must first be identified as important to a given task, and then, they are purposely taught. For example, a common task teacher use is to ask students to make a written summary of information acquired

from listening to or reading text. The task is to say or write the main idea. This is a cognitive strategy known as summarizing.[17]

Actually, the learning strategy is influence of some factors. The factors influence the type of the students learning strategy. Nunan suggests that personality factors are more significant than social-cultural variables and educational background for learning strategy preference. The learner type and their preference are set out bellow.

1) Concrete' learner. These learners tend to like games, picture, films, videos, using cassette, talking in pair and practicing English outside class.

2) Analytical' learners. These learner studying grammar, studying English book, and reading newspaper, studying alone, finding their own mistakes and working on problems set by the teacher.

3) Communicative' learners. These students like to by watching, listening, to native speakers, talking to friends in English and watching television in English, using English out f class in shop, trains, etc., earning new word by hearing them, and learning by conversation.

4) Authority' learners. These learners preferred the teacher to explain in a notebook, to study grammar, learn by reading, and learn new word by seeing them.

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[17]David Nunan. Practical English Language Teaching, 271-272

c. Factors Influencing the Learning Strategies

Each student has different learning strategies. They have their own characteristic in their learning, include their learning strategies. There are some factors that influencing students' learning strategies.

1) Motivation

More motivated students tended to use more strategies than less motivated student, and the particular reason for studying the language.

2) Gender

Female reported greater overall strategy use than males in many studies (although sometimes males surpassed female in the use of particular strategy).

3) Culture Background

Rote memorization and other forms of memorization were more prevalent among some Asian students that among students from other culture backgrounds. Certain other culture also appeared to encourage this strategy among learners.

4) Attitudes and beliefs

These were reported to have profound effect on the strategies learner choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

5) Type of task

The nature of the task helped determine the strategies naturally employed to carry out the task.

6) Age and language stage

Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by order more advance students.

7) Learning style

Learning style refers to any individual's preferred ways of going about learning. It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.[18] The students who are study in the classroom have different characteristics. They have individual learning strategy to understand the materials.

8) Tolerance of ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.[19]

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[18]David Nunan, Language Teaching Methodology A Textbbook Teacher (New York: Prentice Hall International. 1991) 168.

[19]HTTP://s3.amazoneaws.com/academia.edu.documents/4396377/LangugeLearningStrategies.pdf

Learning strategy used to facilitate the students by their own ways. It is deferent with each student. They used the learning strategy by depend on their strength and their weakness. For Willing stated that an individual's perceptions of his/her own strength and weakness will also have an effect. He also suggests that some aspects of an individual's learning style may be alterable while others may not.

2. Reading

a. Definition of Reading

Reading is one of language skill in teaching learning process. This process is activity to know reading student ability, such as to get meaning, to understand meaning and to know information from the material written. It is a set of skill that involves making sense and deriving meaning from the printed word.

Reading is very crucial. Our knowledge will increase by reading activities. There are many definition of reading based on the expert. Reading is the practice of using text to create meaning.[20]Based on Brown, reading is the process of negotiation of meaning.[21]

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[20] Andrew P. Johnson, Teaching reading and writing: a guidebook for tutoring and remediating students, (Rowman & Littlefield Education, 2008), 3.

[21] H DouglasBrown., Language Assesement: principles and classroom practices (New York: PearsonEducation, Inc, 2004), 189.

According to David Nunan, reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.[22]Reading is likewise a skill that teacher simply expect learners to acquire. Reading arguably the most essential skill for success in all educational contexts, remain a skill of paramount importance as we create assessments of general language ability. Based o those explanation, it can conclude that reading is the process understands the meaning of the text, which is done by the readers to get information.

b. The principles of reading

1) Encourage students to read as often and as much as possible.

The more students read the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.

2) Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involve in joyful reading - that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

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[22]David Nunan. Practical English Language Teaching, 68.

3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic

4) Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner - our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming

5) Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks- the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

6) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life.[23]

c. **Types of reading**

According to Brown there are 4 types of reading. They are perceptive, selective, interactive, and extensive.[24] The explanation about it is as follows:

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[23] Jeremy Harmer, How to teach English, (Pearson education limited, 2007), 102-103.

[24] Brown, Langauge Assessment: principles and classroom practices e, 189.

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes.

The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive means applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books that are usually read outside a classroom hour. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in'" on small details. Top-down processing is assumed for most extensive tasks.

d. Reading Comprehension

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Comprehension is the process of deriving the meaning from connected text. It involves vocabulary as well as thinking and reasoning. Therefore comprehension is not the passive process, but the active one.

Reading is the act of creating meaning with text. Comprehension skills are strategies readers use to retrieve information and construct meaning from text. They are the thinking processes, broken down into steps, that are used to comprehend. These must be taught explicitly (see

below). Three types of comprehension skills are described below: prereading, duringreading, and postreading. These comprehension skills can be easily learned and flexibly applied to a variety of reading situations.

1) Prereading Comprehension Skills

Prereading comprehension skills are used primarily to preview the structure of the text to be read or to connect new information to knowledge readers might already know.

2) During-Reading Comprehension Skills

During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading.

3) Postreading Comprehension Skill

Postreading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.[25]

It can be concluded that reading comprehension is the goal of reading which have to be mastered by the students to can communicate with the writer through the text to get information.

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[25]Andrew P. Johnson,Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students, 129.

e. Skills in reading comprehension

Reading comprehension involves some skills that can indicate the students' competence in having good reading skill. Brown states that there are 7 micro skills and 7 macro skills in reading comprehension:[26]

1) Micro skills

   a) Discriminate among the distinctive graphemes and orthographic patterns of English.

   b) Retain chunks of language of different lengths in short-term memory.

   c) Process writing at an efficient rate of speed to suit the purpose.

   d) Recognize a core of words, and interpret word order patterns and their

   significance.

   e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, plural), patterns, rules, and elliptical forms.

   f) Recognize that a particular meaning may be expressed in different grammatical forms.

   g) Recognize cohesive devices in written discourse and their role in signaling

   the relationship between and among clauses

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[26]Brown, Language Assessment: principles and classroom practices, 187.

2) Macro skills

   a. Recognize the rhetorical forms of written discourse and their significance

     for interpretation.

   b. Recognize the communicative functions of written texts, according

     to form and purpose.

   c. Infer context that is not explicit by using background knowledge.

   d. From described events, ideas, etc., infer links and connections between

     events, deduce causes and effects, and detect such relations as main

     idea, supporting idea, new information, given information, generalization, and exemplification.

   e. Distinguish between literal and implied meanings.

   f. Detect culturally specific references and interpret them in a context

     of the appropriate cultural schemata.

   g. Develop and use a battery of reading strategies, such as scanning and

     skimming, detecting discourse markers, guessing the meaning of

     words from context, and activating schemata for the interpretation of

     texts.

3. **Deaf Learners**

   a. **Definition**

   Deaf is a the audiological definition describes the cause and severity of the hearing loss in a deaf individual. It would appear that to characterize a deaf individual in terms of such a definition is sufficient. It is, in fact, a rather disturbing thought that deafness should only be understood within this limited concept.[27]

   Deafness is a people who are not able to hear (in level 70 Db ISO or more than it), therefore they find the obstruction in communication with others, they coul not catch the meaning sense of the people said. Whereas hearing impaired is a people who are not able to hear (in level 35-69 Db). They find difficulties to hear, but they still can catch the meaning sense of the other people said to them.[28]

   Deafness is medically defined by the extent of loss of function hearing and by dependence upon visual communication.[29]Hearing impaired can makes children difficult in their learning. The deaf students will difficult to communicate with others. Their language improves abnormally. It is caused their interaction is disturbed. They cannot hear well when speak with others. In fact, they cannot hear totally.

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[27]Vaněk Martin, Language Learning and Deafness (Thesis: Masaryk University, Faculty of Education, Department of English Language and Literature. 2009), 9.

[28] Imas Diana Aprilia, Educating The Deaf: Psychology Principles, and Practices.

[29]http://www.cad.ca/definition_of_deaf_php

b. **Characteristics**

Deaf is a person that cannot hear voice that produced to get feedback.[30] Even though, the people with audio impairment are unique. They have characteristics as the following points:[31]

1) Could not hearing well

2) The ear is abnormal physically

3) Could not response in conversation

4) Have to speak loudly when speak with them

5) Always looked lips of speaker

c. **Categories**

Deafness is related to the condition of individual hearing, its means that the unablenes depend on the kinds of frequency levels and intensities when the deafness catch the sound.[32] So the individual hearing classified in their levels of frequency.

1) First level is 35-54 dB. This category include in special school or special class, because they need special intervene in hearing and special talking.

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[30] Agus Tricahyo, Psikolinguistik: Kajian Teri dan Aplikasi (Ponorogo: STAIN Po PRESS. 2014), 65.

[31] Munawir Yusuf, Sunardi, Mulyono A, Pendidikan Bagi Anak dengan Problema Belajar (Solo: PT Tiga Seranngkai Pustaka Mandiri. 2003),40

[32] Imas Diana Aprilia, Educating The Deaf: Psychology Principles, and Practices.

2) Second level is 55-69 dB. This category include in special school or special class. They need guidance in developing language, hearing and special talking.

3) Third level is 70-89 dB. This level is categorized as deafness. They include in special school or special class and need guidance in developing language, hearing and special talking.

4) Fourth level is more than 90 dB. They include in special school or special class and need guidance in developing language, hearing and special talking.

    Based on the time of occurred the deafness is classified into two categories:[33]

1) Prelingual Deafness, The deafness that occurred from they were born before they learn and know the language.

2) Post Lingual Deafness. The deafness that occurred after they learn and know the language.

B. Previous Study

    To enrich the information related to this study, the researcher takes reviews from the following research findings:

    The first relevant study by Ismi Berliantika Iskandar, "Analysis of English Learning Strategies Used by the Deaf Students in SLB-B Karya Mulia *Surabaya: A Case Study"*. The method used for the research was case study as

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[33] Ibid.,

one of qualitative research. The respondent of the research were two students, male and female.

The writer conducted the interview with the respondents and teacher. The writer collected the data by selecting deaf students attending class 2, recording and conducting interview, identifying the learning strategies used by the student, and classifying the learning strategies used by the students. The data analyzing the result of interview, comparing the result 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 the research shows, that memory strategies are the most strategy used by the respondent, whereas affective strategies are the least strategy used. In addition to using these strategies, the support from teacher and parents is very important to help them learn a new language.

The second relevant study by Lisa M. Bickham,Reading Comprehension in Deaf Education:Comprehension Strategies to Support Students Who are Deaf or Hard of Hearing.Because students who are deaf or hard of hearing often struggle with reading comprehension,the research study asks "what strategies can be used to successfully support the development orimprovement of reading comprehension of students who are deaf or hard of hearing?"

The research usingdata collected from questionnaires, focus groups, and student scores before and afterinterventions, the conclusion was that there are several different strategies that are currentlybeing used with students who are

deaf or hard of hearing to support their reading comprehension. The implications of the research can be used to educate teachers of the deaf about which strategiessupport reading comprehension for students who are deaf or hard of hearing.

The third of relevant study isby Kharisma Budiarti, "Strategy Pembelajaran PQ4R Terhadap Kemampuan embaca Pemahaman Siswa Tunarungu di SMALB-*B Surabaya"*. The research is a pre experimental quantitative research by using one group pre test post test design. There are test and documentation as the data collecting methods. The test is used to get the data of the deaf students' reading comprehension before and after they are given the action. The result of the research is that there is a significant affect of PQ4R learning strategy for the deaf students' reading comprehension at tenth grade in SMALB-B Karya Mulia Surabaya.

Based on relevant studies, it can be seen that the most of the research using strategies to improve the reading comprehension the deaf students. The study conducted by Ismi Berliantika Iskandar explained previously applied case study qualitative research to investigate learning strategies used by deaf students. Concerning the issue about learning strategies used deaf students. In addition, this research is also aimed to find out the effect of learning strategies in reading comprehension of deaf students. In other words, this research will focus on learning strategy used by deaf student in reading comprehension.

CHAPTER III

RESEARCH FINDING

A. Research Location

1. Historical Background of SLB-B Pertiwi Ponorogo

SLB-B (Sekolah Luar Biasa-B)Pertiwi Ponorogo is a school for disabilities students. This school is specifically for deaf students. In Ponorogo there are three kinds of disabilities school. The first is SLB-A, this school specifically for students of visual impairment. The second is SLB-B, this school specifically for deaf students. And the last is SLB-C, this school specifically for autism. Each school has their own place and ownership, because each school has different ways to teach their students that has disabilities. [34]

SLB-B was built on March 11st 1976. It is located at Anjasmoro Street 62 Bangunsari, Ponorogo, Ponorogo, and East Java. It had goverment decree. The number of deccissions was 102051117643 and retified on March 11st 1976. The place of SLB-B Pertiwi is close by SLB-C, because both of the school is the same place.

The history of SLB-B Pertiwi Ponorogo was begun on 1975. Before this school was built there are some graduates from SGPLB (Sekolah Guru Pendidikan Luar Biasa) in Ponorogo hoped to establish the school for

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[34] Look at transcript of interview code: 14/I/13-V/2017

disabilities. They held the survey and observation to got the information to conduct this planning.

Thanks to the help of the head of PDPLB Ponorogo (Kandep Dikbud), along with the head of the Department of Basic Education and Culture and also the other party, the survey and observation can be carried out smoothly, as well as get data which is accurate enough as the capital base of the stub. After the survey was conduct they ask for submission established school on 5 October 1975.

On March 11st 1976, coincide with the birth Supersemar, the SLB Pertiwi Ponorogo inaugurated by the regent Kdh. II Ponorogo in simple party. At that time, the school building is located in Dr. Soetomo street number 12, occupies a portion of a house of citizen with the rental system. There are 12 students consist of deaf students and autism. Beside it, there are six teachers that graduated from SGPLB and one assistant.

On 20 November 1976 this school was moved from Dr. Soetomo street to Ajasmoro street number 01 which inaugurated by the governor Kdh Tk I East Java. The place of SLB-B Pertiwi Ponorogo is in urban area. It was building in area of 1740m^2.[35] Currently SLB-B Pertiwi Ponorogo has 10 classroom, 1 art rooms, 1 mushola, 1 library and 1 multimedia room.

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[35] Look at transcript of documentation code: 01/D/13-V/2017

SLB-B Pertiwi Ponorogo has 19 teacher and staff.[36]SLB-B Pertiwi Ponorogo has been several leadership changes. They are:

a. Hulandria Santosa

b. Endang Purwati

c. Endan Sudarsih, S.Pd

Besides that, SLB-B Pertiwi Ponorogo also has fourteen deaf classes. They are:[37]

Table 2.1
The Number of Deaf Students in SLB-B Pertiwi Ponorogo

NO	CLASS	TOTAL
1	IA	5
2	IB	8
3	IC	7
4	II	7
5	III	3
6	IV	3
7	V	4
8	VI	4
9	VII	5
10	VIII	4
11	IX	3
12	X	7
13	XI	5
14	XII	5

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[36]Look at transcript of documentation code: 04/D/16-V/2017
[37] Look at transcript of documentation code: 05/D/16-V/2017

SLB-B Pertiwi Ponorogo is a special education that give their students skill training. It is as an extracurricular for deaf students. They learn how to make a wood creation that creates an beautiful creation such as calligraphy. The other skill is painting, making gift for wedding named hantaran, sew a dress, make-up creation, multimedia, and still many skill that they learn in extracurricular program.

It is one of school's goals for their students. School hope that give a preparation to students to be able to adapt, improve their ability and use environments. Create the results of the education in accordance with the students and the demands of the environment, especially the age of employment.

2. **Geographical Location of SLB-B Pertiwi Ponorogo**

SLB-B Pertiwi Ponorogo is one of the disabilities educational institutions for formal learning activities. It located in Bangunsari village, Ponorogo, East Java province. SLB-B Pertiwi Ponorogo is located at:

Street   : Anjasmoro

Number   : 62

Village   : Bangunsari

Regency   : Ponorogo

Province   : East Java

Limits area of SLB-B Pertiwi Ponorogo are:

North: Darmayu Hospital

South: Dieng Street of Bangunsari village

West: SDN 01 Bangunsari

East: Subdistrict of Kota Ponorogo

It takes along $1740m^2$ at strategic area. To visit and reach this school is very easy, the students usually use bike cycle or motorcycle to go to school. It also close by bus stop on protocol street edge intercity, therefore many students use bus to go to school.[38]

3. **Visions, Missions and Aims of SLB-B Pertiwi Ponorogo**

The visions of SLB-B Pertiwi Ponorogo are excellent achievement, innovative and virtuous based on nation culture, faith and piety.

SLB-B Pertiwi Ponorogo has some missions to render those visions, they are:

a. Developing curriculum by Educational National Standard

b. Optimize the learning achievement

c. Improving Academic achievement and non Academic achievement

d. Improving behavior of prestige and cultured behavior.[39]

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[38]Look at transcript of observation code: 02/O/27-IV/2017
[39]Look at transcript of documentation code: 02/D/16-V/2017

The primary education goal of SLB-B Pertiwi Ponorogo is the achievement learned is better every year. In line the fact, the aims of SLB-B Pertiwi Ponorogo are:

a. Laying the concrete basics for students to think rationally

b. Give a preparation to students to be able to adapt, improve their ability and use environments

c. Create the results of the education in accordance with the students and the demands of the environment, especially the age of employment.[40]

B. Data Description

The data description is collected through observation and interview. The observation is conducted when the subject of research is attending the English class. Then the interview is conducted not only between the researcher and the English teacher but also between the researcher and the deaf students that studied English learning. The interview is expected to give information, particularly concerning with the application of learning strategy that using by deaf student in reading comprehension. In this research, the researcher applies structured interview with some questions prepared before. After conducting the observation and interview, the data concerning with the research problems are presented as follows:

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[40] Look at transcript of documentation code: 03/D/16-V/2017

1. **The learning strategies in reading comprehension applied by deaf students of SLB-B Pertiwi Ponorogo.**

    The good or efficient learners tend to exhibit some characteristics as they go about learning language. Students find their own way to learn the language, each of them has different strategies to learn language. It is include in reading comprehension. In this research, the researcher found that the deaf students in SLB-B Pertiwi Ponorogo also experienced and each of them had different learning strategies. Based on the research that has been conducted by the researcher, it was found that there are varieties of learning strategies that used by deaf students in SLB-B Pertiwi Ponorogo. Although, they did not aware it, they used some strategies to increase their reading comprehension. They used representative strategies when they learning. In fact, they collaborating some strategies in their learning. It is show to us that they used learning strategies in reading comprehension.

    a. Selective Attention

        From the observation, the researcher found that deaf students was always paying attention while the English teacher presenting the material by gesture. The teacher explained about message that he wrote before in the white board. They tried to comprehend the teacher's explanation by paid attention carefully. Some of them also wrote the teacher explanation which they understand. Some of them wrote the main idea that they know. They more interest to paid attention related the question. They

used question that did not translated by the teacher to understand the main of the message.

The English teacher explained the material after he wrote the message and the questions that have to answer by the deaf students. Some of deaf students comprehended the questions first before the teacher explained it. At that time Bima Satria paid attention about the figure that there was in the message text, because he wanted to know the question number one that was *"to whom is the message?"* He tried to know to whom the message that has he read. Therefore, he paid attention the teacher explanation about who are the figures in the message. So, they more interest to paid attention the teacher explanation related the question.

It is same with the interview result which conducted by the researcher with deaf students. Bima Satria used one of the representative strategies that called selective attention. So that when at school he paid attention to the explanation from the teacher carefully while making short notes, then when he got home he studied the summary again.

> *"I always pay attention when my teacher explain in the class, I* try to write the note when he explain in the class, and when I read the text I try to open the dictionary to help my comprehension in *reading."*[41]

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[41] Look at transcript of interview code: 03/I/27-IV/2017

It is same with Intan Rohmatul Atika. In the reading comprehension she read carefully and paid attention when the teacher explained.

> "*My weakness* is comprehends the English text quickly. I always read slowly and carefully. I repeat the text to understand the point of the text. Before I find the difficulties in reading comprehension, I always pay attention when my teacher explains."[42]

Intan has the reason why she paid attention when the teacher explained. She paid attention the teacher's explanation, because to avoid misunderstanding when she comprehend the message.

Based on the observation and interview can be conclude that some deaf students applied this representative strategy is to prevent them find difficulties when they comprehend the materials of the reading. It is one of the types of metacognitive strategies.

b. Planning

Based on the observation and documentation, the deaf students were not understood what their goal was by reading a text. They read a message just to answer the question that has given by the English teacher. But they used to make preparation like seeking source as reference. Here, deaf students used to prepare dictionary before they did their reading comprehension task and also they prepare their task in the past that has similarity with their task now. It is s proof that deaf students just focused to

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[42] Look at transcript of interview code: 06/I/13-V/2017

the task that teacher have given. By answer the task, they understand the text.

Another case, that got from interview that conducted by the researcher with one of the deaf students named Topan Wismoyo Aji. He is active students in the class. He always shares with their friends when they comprehend the text that is given by the teacher. In this case Topan including student who are active and has passion for make wood creation. It is one of extracurricular in SLB-B Pertiwi Ponorogo. So that he really should divide his time between learning and extracurricular activities at school. In this case Topan applied planning to manage his schedule. He is active deaf students he always shares with others when he learns. He also manage his time between learning and his others activities.[43]

The deaf students applied planning as representative strategies. One of characteristic planning is to seeking out an arranging for conditions to promote successful learning. Usually students who applied this strategy are the active students who have many activities except learning. They have to manage their time schedule to achieve the result of all of their activity without loss one of their activity.

Whereas in reading comprehension, planning used by previewing main ideas. In this case there are no deaf students previewing main ideas when they read. They just manage their schedule and prepare the reference

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[43] Look at transcript of interview code: 04/I/13-V/2017

before they did their reading comprehension task Based on observation and interview almost students are not applied this way. They used other strategy to increase their reading comprehension.

c. Evaluating

Evaluating used to checking comprehension after reading. Usually it is used by answer the question related the text. It is same with Rizky Saputra. When the teacher asked to deaf students to read a text and answer the questions that have given, Rizky read the text carefully. He always repeated when he read the text. Then he answered the questions. When there was difficult material to understand in the text or difficult to answer the questions, he always asked to his teacher or his friends to help him. After he finished his task, he always checked his answer.[44] Rizky checked his answer to evaluate his reading comprehension. He checked how many questions that can he answered. He point out that he uses some strategies and also use evaluating as his strategies.

Some of deaf students in SLB-B Pertiwi Ponorogo checked their result of the task. They check their answer by matched their answer with the message. Some of them also assessed how well they accomplished the learning task through seeing how many number they could do. But they tried to ask their friend to complete their answer.

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[44] Look at transcript of interview code: 05/I/27-IV/2017

It can conclude that deaf students used evaluating in reading comprehension. They used it to assessed their reading comprehension by checked their answer from the message text. Even though they were not realized that they used it, they show it through checked their number of answer.

d. Rehearsal

Rehearsal is one of the representative strategy which almost students used it in reading comprehension. The characteristic of this strategy is students read carefully by repeat the text when they read. It is used to increase their comprehension. Based on interview almost deaf students used this strategy in reading comprehension. One of the deaf students who used this strategy is Aulia Sofi Rizqiana. She is one of active students in eight grade of SLB-B Pertiwi Ponorgo. She always repeated when she read. She used repetition because this strategy facilitated her in reading comprehension of English lesson.[45]

> *"My weaknesses when I learning English am comprehend the text* quickly. I often repeat when I reading English text. I also open the dictionary to find the difficult word when I comprehend the reading. I am easier look a picture or visual image to understand and remember new non verbal information*"*

Aulia is one of deaf students who applied rehearsal in reading comprehension. She will understand if she repeated the text when she read.

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[45] Look at transcript of interview code: 01/I/27-IV/2017

Another case with one of the deaf students named Amalia Eka Rismawati. She also used repetitions in reading comprehension.

"I like ask the teacher or my friends when there is difficult material to understand and then I repeat it in my home when I learned own. I always repeat when I comprehend the reading which related the material in English lesson. So that, the subject matter of the English *language could be comprehended"*[46]

The researcher also tried to collect the data by observation. Based on the observation, almost deaf students repeated when they read the text. They repeat the message three to five times. After they read the message, they answer the questions. When they answer the questions they read back the message. They repeat the message to find the answer.

Whereas Safitri, she understands that she difficult understand the main of the text quickly. Therefore they always repeat when they read and find key word from the text by marked it.[47]

Generally, almost students repeat when they read. Normal students still repeat when they read English text. It is same with deaf students. Based on observation, almost deaf students always repeat when they read. They always repeat the text when they read to comprehend the text.

e. Imagery

Imagery is a representative strategy which used picture or visual image to improve students reading comprehension. Based on observation in seventh

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[46] Look at transcript of interview code: 02/I/27-IV/2017
[47] Look at transcript of interview code: 13/I/13-V/2017

grade English learning, students more understand the materials by picture than without picture. They also more interest with materials which there is picture as component than there is no picture.[48] On the observation, deaf students observed the picture and analyzed the meaning of the picture. Then they can interpret the goal of the materials and can comprehend it.

Another case, based on interview with Aulia Sofi Rizqiana, she expressed that she easier look a picture or visual image to understand and remember new non verbal information. Imagery was applied by Aulia through visualizing the information or the explanation in the text.

It is find out that deaf students more understand by picture than without picture. Imagery as strategy is one of strategy that can be used by deaf students to help their comprehension.

f. Using resources

Resourcing in English Learning is proper. By finding the other reference, students can increase their comprehension. One the resourcing is dictionary. In English learning students use dictionary as the other reference that can be used to improve comprehension. Using resources is one of the strategies to improve reading comprehension. It used by found the meaning of difficult word in dictionary. As the deaf students in SLB-B Pertiwi Ponorogo, n comprehending the text, the deaf students applied resourcing through

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[48] Look at transcript of observation code: 03/O/27-IV/2017

looking up the dictionary when they found difficult word. One of them is Bima Satria.

> *"I always pay attention when my teacher explain in the class, I try to* write the note when he explain in the class, and when I read the text I try to open the dicti*onary to help my comprehension in reading."*[49]

Bima used dictionary to help him find the meaning of difficult word. By open the dictionary can Bima in his reading comprehension.

The other student is Aulia Sofi Rizqiana. She open dictionary to find difficult word in the text.

> *"I try to open the dictionary to help my comprehension in reading"*

Based n the observation, the deaf students in eight grades used the reference to answer the questions as the way to evaluate the reading comprehension. Here, deaf students used their task in the past that has similarity with their task now when they did their reading comprehension task. Deaf students used their note in their task book to comprehend the aim of the questions that have to they answer. Almost question have similarity with their task in the past. They used key word to know the meaning of the questions.

It was done by Rizky Saputra. He was seeking the questions *"How do they go?"* in his task book. After he knew the aim of the questions, then he read the text to found the information related the question. It used by him as reference to helped him in reading comprehension.

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[49] Look at transcript of interview code: 03/I/27-IV/2017

Based on the observation and interview result, it shows to us that resourcing is applied by deaf students in SLB-B Pertiwi Ponorogo. They felt their reading comprehension still less, so that they need other resource to help them.

g. Cooperating

One of representative strategies that used by deaf students is cooperating. It is strategy that used by working with peers or group discussion to completing the task or comprehend the reading together. The students will help each other in their learning to pooling information, solving a problem and obtaining feedback.

Based on observation in English learning at eight grades of SLB-B Pertiwi Ponorogo, after the teacher explained the material, the teacher wrote the questions related to the short functional text that has been written by him. There were seven subjective questions that have to answer by the deaf students.

Then students read the message carefully. They always repeat the text when they read to comprehend the text. When they could not understand the message, they discussed it with other friends.

When the deaf students answer the questions they tried to ask to their friends. They asked each other to comprehend the point of questions. Then, they looked for the information related to the questions in the text that they have read.

Without instruction from their teacher they tried to discuss about their reading comprehension related the message. They work by peers and sometimes more than two students who discuss it. Each question that they answered, they discussed about their opinion to others about their opinion. It is show to us that cooperating is applied by deaf students in SLB-B Pertiwi Ponorogo.

Whereas, based on interview, there are eight deaf students that used this strategy. One of them is Rizky. She expressed that she with her friends often discuss when they answer the question based on the text.[50]

Maya expressed that she read the text carefully. In fact she repeated the text to understand the content of the text. She will ask to their friends when she cannot understand[51]

Naning also explain that she and her friends often use group when they learn. They try to comprehend the text in small group that they make by sharing. They feel enjoyable when they learn together.[52]

They will ask to their friends when they difficult to understand when they read. They will help each other. They also ask to the teacher to help their comprehension in reading.[53] It is proves that almost deaf students applied cooperating in their learning especially in reading comprehension.

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[50] Look at transcript of interview code: 07/I/16-V/2017
[51] Look at transcript of interview code: 08/I/16-V/2017
[52] Look at transcript of interview code: 09/I/13-V/2017
[53] Look at transcript of interview code: 10/I/13-V/2017

Based on the observation and interview that was conducted by the researcher, almost deaf students applied cooperating in reading comprehension. They more enjoy learn together. Beside it can help them, because their physic is abnormal.

h. Clarifying

Clarifying used to ask question to get additional explanation or verification from the teacher or someone else who might know the answers. Based on the observation during collecting the data, almost deaf students in SLB-B Pertiwi Ponorogo applied clarifying to measure their comprehension. As the deaf students of eight grades at SLB-B Pertiwi Ponorogo, when they did the task they always asked to the teacher. Is it their answer true or false? They tried to clarify their answer.

After the deaf students understood about contains of the message that they got from answer the questions by discussion, they tried to write their answer in the whiteboard. Even though, the teacher did not ask to them, they scrambled to answer the questions in the whiteboard.

The first question answered by Bima Satria. He wrote his answer beside the questions in the whiteboard.The next question answered by Aulia Sofi Rizqiana and Amalia Eka Rismawati. They answered number three and four. After they answered they asked to the teacher about their answer. The teacher said that their answer was wrong. Teacher checked his students'

answer directly. Then they tried to correct their answer. Finally their answer was true.[54]

Based on observation and interview, almost deaf students clarified their answer by asked their friends or their teacher. By clarified the answer, they applied the clarifying as the representative of socio affective strategies.

By looking at the findings above, it's clearly illustrated that the learning strategies used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo is very varied. Meanwhile, based on the testimony from Mr. Tri Joyodiguno[55]:

> *"The learning strategy here, especially in deaf students, most of* students discussed when they comprehend the text. Deaf students lack their hearing, in fact some from them loss their hearing. So that in comprehend the reading they always find difficulties. To help their comprehension I try to give translation after English text. But their environment also helps their comprehension. One of them is share with their friends. They discuss and help each other. They also ask to *me when they find difficulties in their comprehension."*

It is also proved by the observation of researchers that learning atmosphere in deaf student's class is active and fun. Between friends each other are having good non verbal communication. Even though they use sign language but they looked fun and enjoy with their friends. They are helping

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[54] Look at transcript of observation code: 01/O/27-IV/2017
[55] Look at transcript of interview code: 11/I/13-V/2017

each other and motivate each other. In other, it created a harmonious classroom environment. They are like a big family.[56]

So there is no sense of forced when a student comes to school every day. The felt happy when meet up with friends again because according to the students learning together in the classroom was very enjoyable than learning individually.[57]

Based on data above, we can know the significant differentiation on the use of learning strategy in deaf students. Every deaf student used their won way in reading comprehension. They applied learning strategy in their reading comprehension. The data describe that deaf students of SLB-B Pertiwi Ponorogo applied learning strategies in reading comprehension.

2. **The application of learning strategies in reading comprehension applied by deaf students of SLB-B Pertiwi Ponorogo.**

This research uses the observation and interview method in collecting data and searching information about the application of learning strategies that used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo. This research is focused to describe about two learning strategies that researcher found from deaf students of SLB-B Pertiwi Ponorogo, there are social affective strategy and cognitive strategy. The following is the

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[56] Look at transcript of observation code: 01/O/27-IV/2017
[57] Look at transcript of interview code: 09/I/13-V/2017

explanation about aplpliction learning strtegies that used by deaf students in reading comprehension in SLB-B Pertiwi Ponorogo.

The application of learning strategies that used by deaf students in reading comprehension in SLB-B Pertiwi Ponorogo is applied in English learning process. During comprehend the text each students applied learning strategy that was their own way which different between each other.

Based on observation in English learning process of eight grades at SLB-B Pertiwi Ponorogo, the teacher wrote the short functional text in the white board. In this case the teacher would explain about message. The short functional text directly translated by the teacher. Because deaf students have the limitations of physic, they would have difficulty in interpret the main of the text. But he did not explain the content of the message before. He only wrote the message and give translation under the text.

The teacher wrote the short functional text in the white board and then the deaf students also wrote it in their book. They always wrote what the teacher wrote in the white board. It is include note talking in cognitive strategy. They wrote what teacher wrote in the whiteboard.

Even though, the text has been translated by the teacher, one of the deaf students asked to the teacher about the unfamiliar word. Sometimes, they also were seeking it in dictionary or their task book. This is the special thing in deaf students learning English language. The teacher is such as their parents

in the school. They always ask when they find new thing in English learning. It is include resourcing in cognitive strategy.

The teacher explained the message. Sometimes teacher wrote his explanations in the whiteboard. Automatically the deaf students wrote the teacher explanations in their book too. It is include summarizing in cognitive strategy. They tried to write the message or main idea of teacher's explanation.

After the teacher explained the material, he wrote the questions related to the short functional text that has been written by him. There were seven subjective questions that have to answer by the deaf students. Then students read the message carefully.

They always repeat the text when they read to comprehend the text. When they could not understand the message, they discussed it with other friends. It is point out that they applied rehearsal or repetition in their reading comprehension.

When the deaf students comprehended the message and answered the questions, the teacher tried to facilitate to them. One the students marked the point of message in his book. It was information that related the questions. Realized to the phenomenon, the teacher helped to mark the other key word that do not know by the deaf students. It is include organization in cognitive strategy. They classified the key word to get information.

The teacher wrote the short functional text in the whiteboard. He explained about the message materials. In this case, teacher explained by gesture. When teacher explained by gesture, the deaf students paid attention to the teacher's explanation. Sometimes, when the teacher wrote his explanations in the whiteboard, the deaf students also wrote the teacher explanations in their book too. They wrote the main information related to the contents of the message. It is include the selective attention in metacognitive attention that has category paying attention t key information.

When the deaf students answer the questions they tried to ask to their friends. They asked each other to comprehend the point of questions. Then, they looked for the information related to the questions in the text that they have read. Without instruction from their teacher they tried to discuss about their reading comprehension related the message. Each question that they answered, they discussed about their opinion to others about their opinion. They were working with peers to solve the problem. Sometimes they discuss in small group that made by themselves. It is shows that they applied cooperating in reading comprehension.

The main work of cooperating is creating students to get knowledge in language learning by employing their environment how students can work together with social to increase their English skill that in this case is reading comprehension.

After the deaf students understood about contains of the message that they got from answer the questions by discussion, they tried to write their answer in the whiteboard. Even though, the teacher did not ask to them, they scrambled to answer the questions in the whiteboard.

The first question answered by Bima Satria. He wrote his answer beside the questions in the whiteboard. The next question answered by Aulia Sofi Rizqiana and Amalia Eka Rismawati. They answered number three and four. After they answered they asked to the teacher about their answer. The teacher said that their answer was wrong. Teacher checked his students' answer directly. Then they tried to correct their answer. Finally their answer was true. This phenomenon shows that they tried to clarify their answer. It is include clarifying in cognitive strategy.

Rizky Saputra tried to answer the next questions. His answer was wrong. Then Bima tried to help him to correct the wrong answer. Finally, they helped each other to found the true answer. After all of the questions that answered by the deaf students have clarified by the teacher, they wrote the true answer in their task book.

Nearly to the end of the class, teacher gave reviews about the material concerning with message as short functional text. Finally, the class was over and they leaved the class for a break.[58]

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[58] Look at transcript of observation code: 01/O/27-IV/2017

The other observation is observation in English learning process of seventh grades at SLB-B Pertiwi Ponorogo. In this class, deaf students taught direction materials by the teacher. Teacher used picture to explain the materials. He drew the picture related the direction. After teacher finished the picture materials, he explained it to the deaf students by gesture. One of the deaf students named Sopyan Abdul Rahman expressed that he easier understand if the teacher give picture when he taught.[59]

After that, deaf students wrote the materials in their task book. They drew the picture that related the direction materials too. When they wrote it, there are two students who asked about the materials. They asked each other, and discuss together to comprehended it. They also asked to the teacher about their confusion to clarify their comprehension.

Almost deaf students used social affective strategies in reading comprehension by discuss with their friends and ask to the teacher to clarify their comprehension. They also applied cognitive strategy by repetitions, note-talking, imagery and organization in reading comprehension.

Furthermore, Mr. Tri Joyodiguno revealed that social affective strategy have been dominating students learning strategy in deaf class, because they always interact each other to understanding material. One of the application is they always discussion in reading comprehension.[60]

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[59] Look at transcript of interview code: 15/I/13-V/2017
[60] Look at transcript of interview code: 11/I/13-V/2017

And based on the result of observation, deaf students often discussed and make group when they comprehend the text. They are often involved in group discussion that they make themselves. Beside it the deaf students have the limitations of physic. They would have difficulty in interpret the main of the text individually. In fact, they were difficult to understand the questions. The deaf students also repeat when they read a text or statement. They also marked the point that related to information to answer the questions. This is the reason why social affective strategy and cognitive strategy were used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.

Furthermore, for enriching data, researcher also use interview technique to the students and English teacher of SLB-B Pertiwi Ponorogo to find information about the application learning strategies that used by deaf students in reading comprehension. Then the researcher gets some information from deaf students about how they learn and how the comprehend their reading, especially in subject of English Language. Here's his explanation:[61]

> *"I often learn with* my friends. I like learn together. If I find difficulty my friends will help me. Just the opposite, if my friends find difficulty I *will help them."*

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[61] Look at transcript of interview code: 12/I/13-V/2017

Whereas Safitri, she understands that she difficult understand the main of the text quickly. Therefore they always repeat when they read and find key word from the text by marked it.[62]

So that, researcher conclude that social affective strategy and cognitive strategy were used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo. Deaf students used their environment to support their learning by interact with others. And they increase their reading comprehension by their ability through resourcing with open dictionary and repeat the text when they read the text.

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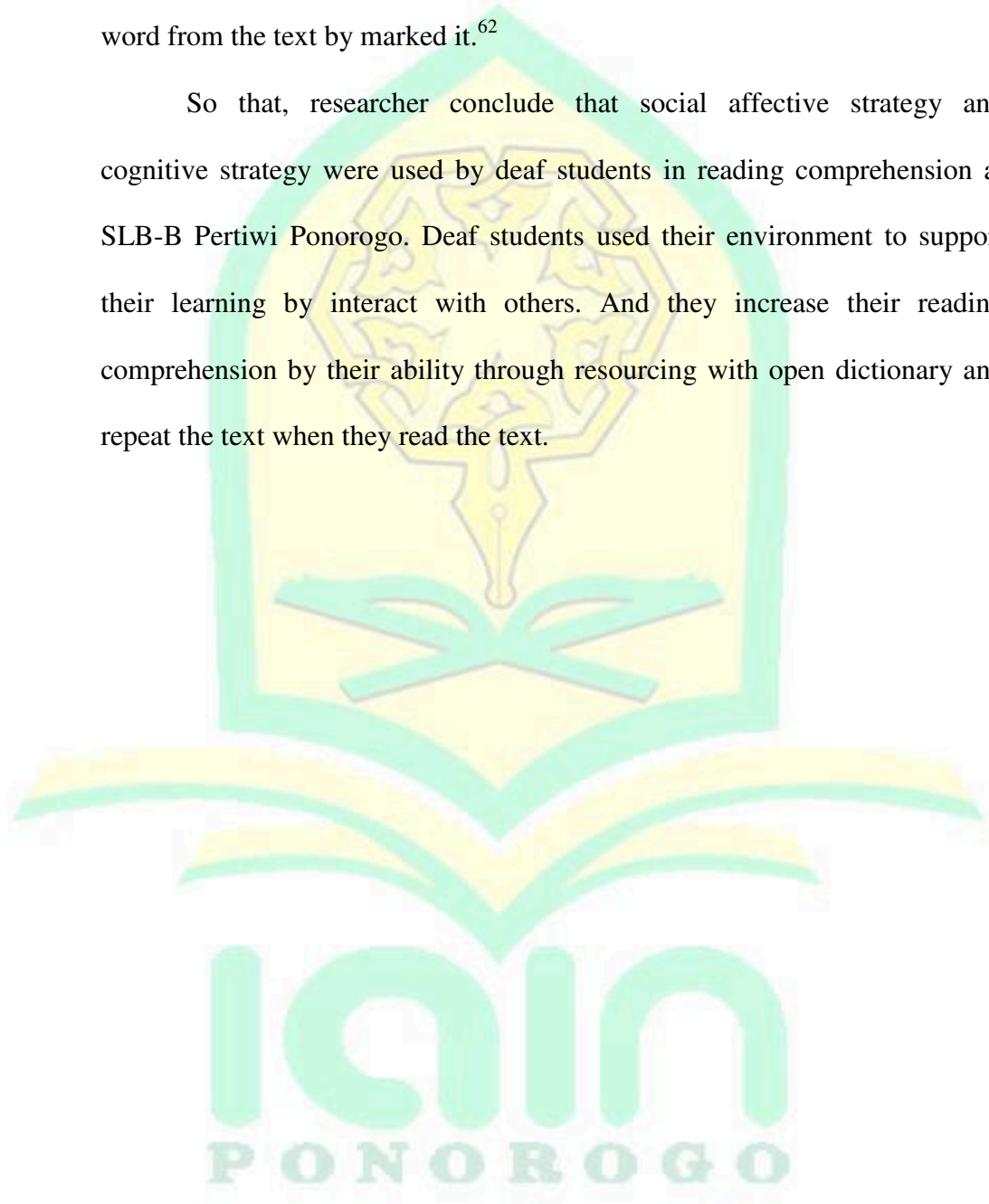
[62] Look at transcript of interview code: 13/I/13-V/2017

CHAPTER IV

DISCUSSION

In this chapter researcher discusses the result of the research which done at SLB-B Pertiwi Ponorogo in academic year 2016-2017. The discussion gives explanations for the research problem which has been stated in chapter I as follow:

A. **Analysis of the learning strategies that used by deaf students in reading comprehension.**

Basically, every student experienced learning strategy in consciously or unconsciously when they are learning. So far, by their way, students make learning easier, faster, more self-directed, more effective, more enjoyable, and more transferable to new situation. So, that, the learning strategies that deaf students used in reading comprehensions are variously at SLB-B Pertiwi Ponorogo.

1. Cognitive Strategy

Cognitive strategy operates directly on incoming information, manipulating it in ways that enhance learning. This strategy can be subsumed into some categories. There are rehearsal, summarizing, inductions, imagery, auditory representation, making inferences, using resources, organization, elaboration of prior knowledge, note talking.

Diversity of learning strategies create deaf students learning in reading comprehension at SLB-B Pertiwi Ponorogo be variously too. There are some students who repeat when they read, because by repeat they will increse their reading comprehension. Some of them also are easier to understand by picture of visual image. It is one of their way to understand the content of the text that they read.

Even though the text translated by the teacher before, the questions of the text are not translated too. So that, some students tried to found the meaning of new word that they read. The statement or questions often translated before they answer it. By understand the questions, they read and find the information related the questions. It makes them more comprehend the contents of the text.

They also need picture or visual image to support their understanding. By visual image, make them easier to comprehend the text. It is as imagery in cognitive strategy which used by image to increase reading comprehension.

There are also the type of deaf students who open the dictionary if there is difficult word when they read. They tried to found the meaning of the new word that they got from the text. It is called resourcing. It is one of the indicators in cognitive strategy.

The new word that they have found the meaning in the dictionary, they use it as key word to make them easier in reading comprehension. When they read some statement or sentence in the text, they looked for the key words that

help to comprehend the text. It is also one of the indicators in cognitive strategy.

2. Social Affective Strategy

The other students like discuss with other friends when they comprehended the reading. They often learn together and share their reading comprehension to each other. They asked to their friends when they could not understand. They help each other to increase their reading comprehension. They like cooperate when they learn.

Sometimes they also asked to their teacher to help them. They asked to teacher to clarify their answers that represent their reading comprehension. It is to ask question to get additional explanation or verification from teacher or someone else who might know the answer. They do interaction to each other to discuss the point of materials.

Furthermore, the result of this study also proves that most of deaf students in SLB-B Pertiwi Ponorogo, th learning strategies used is the social affective strategy and the second is cognitive strategy. O'Malley expressed that social affective strategy activity asking question for clarification, cooperating by working with peers or group discussion to solve the problem. It same with the observation result in SLB-B Pertiwi Ponorogo. Most of them often discuss with other friends to comprehend the text. They also ask to their teacher to get clarification.

Whereas about cognitive strategy, it is involve, that cognitive strategy is involve rehearsal, summarizing, imagery, making inferences, using resources, organization, transfer or elaboration of prior knowledge. It is also same with the observation result in SLB-B Pertiwi Ponorogo.

The result of the research conducted by the researcher can be concluded that almost all of deaf students in SLB-B Pertiwi Ponorogo using two learning strategies. It also indicates that they use type of the learning strategies when they need it and appropriate condition. Most of deaf students use cognitive strategy when they read the text. It is they used to increase their reading comprehension individually by their self ability. Then they also use social affective strategy to clarify their reading comprehension, and make them enjoyable in learning through cooperate with others.

B. Analysis of the application about learning strategies that used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.

Social affective strategy engages the language learner to work together. Not all problems can be solved alone, sometimes they ask others to solve problems jointly in reading comprehension is also important. When students accustomed to learn in this way, then they realized that by cooperating learning will contributes the progress of English skill, it means that they are using social affective strategy. It is as expressed by O'Malley that social affective strategy

activity asking question for clarification, cooperating by working with peers or group discussion to solve the problem.

More than that, the application of learning strategy was described in chapter III. But, the case will be discussed at here that social affective strategy which used by deaf students in SLB-B Pertiwi Ponorogo is applied because, when they cooperate with others, they will easier to understand. The cooperation which they conduct to solve the problem help them to understand the materials.

The social affective strategy used by deaf students, because they need to others for clarify their reading comprehension. They always ask to other friends when there is difficult material, so they help to each other. Beside it, deaf students also ask to the teacher to get additional explanation or clarify their answer. This is why social affective learning strategies applied by deaf students of SLB-B Pertiwi Ponorogo in reading comprehension.

Continued relate the application of cognitive strategy. O'Malley expressed that cognitive strategy is involve rehearsal, summarizing, imagery, making inferences, using resources, organization, transfer or elaboration of prior knowledge. The cognitive strategy which used by deaf students in SLB-B Pertiwi Ponorogo is applied because influenced by the deaf students' limitation of physic. Their hearing is impairment. In fact, some of them lost their hearing. It is make them difficult to understand teacher's explanation. So, they have pay attention and read the text carefully when they read.

Deaf students are different with normal students. Normal student's sill repeats when they read a text. It is also applied by deaf students. Deaf students also repeat the text when they read to understand the content. They also need picture or visual image to support their understanding.

The other case is deaf students less vocabulary. So the teacher has to translate the text before, but the questions related to the text are not translated. Even though, their vocabulary is less, they tried to look for the key word that helps their reading comprehension. They also find the meaning of new word in dictionary or ask to the teacher.
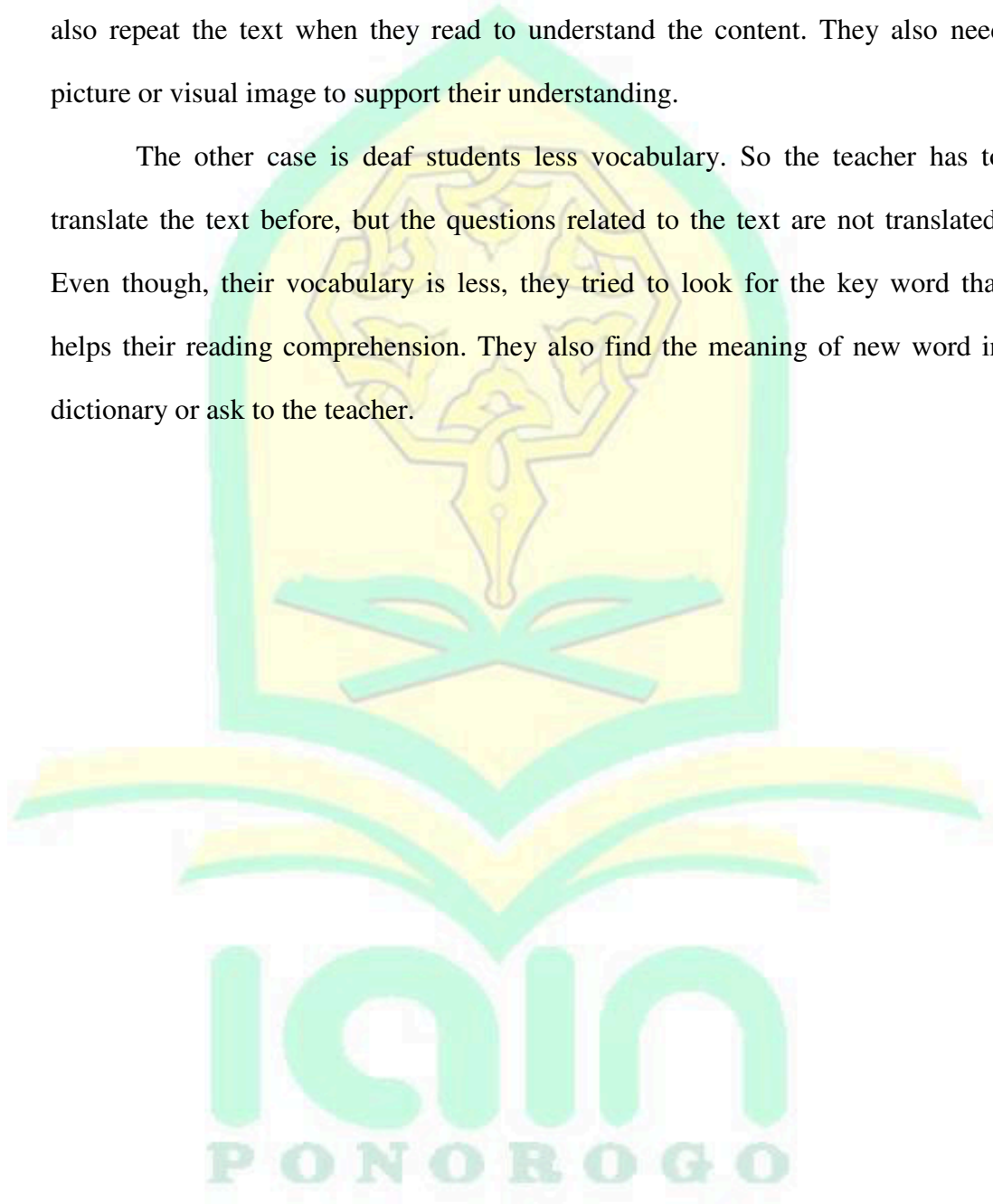
CHAPTER V

CONCLUSION

A. Conclusions

1. **The learning strategies used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.**

   The result of this study also proves that most of deaf students in SLB-B Pertiwi Ponorogo, the learning strategies used are the social affective strategy and the second is cognitive strategy. O'Malley expressed that social affective strategy activity asking question for clarification, cooperating by working with peers or group discussion to solve the problem. It is same with the observation result in SLB-B Pertiwi Ponorogo. The observation shows that deaf students working peers and small group in reading comprehension. They discuss together and solve the problem together. They also ask to the teacher to clarify their comprehension. And about cognitive strategy, it is involve rehearsal, summarizing, imagery, making inferences, using resources, organization, transfer or elaboration of prior knowledge. This strategy also applied by deaf students by repetitions, imagery, using resource and organization.

2. **The Application of learning strategies that used by deaf students in reading comprehension at SLB-B Pertiwi Ponorogo.**

Based on the result of observation, deaf students applied the social affective strategy. The observation shows that deaf students working peers and small group in reading comprehension. They discuss together and solve the problem together.

Deaf students also try to clarify their reading comprehension. They always ask to other friends when there is difficult material, so they help to each other. Beside it, deaf students also ask to the teacher to get additional explanation or clarify their answer. This is why social affective learning strategies applied by deaf students of SLB-B Pertiwi Ponorogo in reading comprehension.

Continued relate the application of cognitive strategy which used by deaf students in SLB-B Pertiwi Ponorogo is applied because influenced by the deaf students' limitation of physic. It is make them difficult to understand teacher's explanation. So, they have pay attention and read the text carefully when they read. Deaf students are different with normal students. Normal student's sill repeats when they read a text. It is also applied by deaf students. Deaf students also repeat the text when they read to understand the content. They also need picture or visual image to support their understanding. Deaf students' vocabulary is less too. Even though, their vocabulary is less, they tried to look for the key word that helps their reading comprehension. They also find the meaning of new word in dictionary or ask to the teacher.

B. Suggestions

1. For Institution

SLB-B Pertiwi Ponorogo should be encouraged and supported by English teacher to improve their quality in their teaching. It can be done by providing facilities that needed by both of teacher and students. So that, the teaching and learning process is run well. Beside it, the institution should be hold regular meeting with the English teacher in order to discuss about the problem they face and to find out the solution.

2. For Teacher

Students' learning strategy is various. Sensitivity about it is very important to know what students require in learning. One of the techniques that can be used by teacher is grouping. It can be small group either inside or outside the classroom, discussion or other technique that can be improved deaf students' reading comprehension.

3. For Students

Reading is a way to get knowledge. By reading, students will enrich their knowledge. To understand the materials, good students have to increase their reading comprehension. But to mastery the material require a good learning strategy. And all of students are important to know the learning strategy that they used then increase it, it involve for deaf students. They have to aware their learning strategy that they used for increase their reading comprehension.

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