

**THESIS**

**ENGLISH LANGUAGE TEACHING FOR THE HEARING  
LOSS AT SMA INKLUSIF GALUH HANDAYANI: STUDENTS'  
LEARNING STRATEGIES AND TEACHER'S SUPPORT  
TECHNIQUES**



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**MASTER OF LINGUISTICS STUDY PROGRAM  
FACULTY OF HUMANITIES  
UNIVERSITAS AIRLANGGA  
SURABAYA  
2020**



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**THESIS**

**Presented to  
Universitas Airlangga in partial fulfillment of the requirements  
in Master of Linguistics Study Program**

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2020**

This is to certify that the Master's thesis of

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**Name: Kurnia Asri Prasetyorini**  
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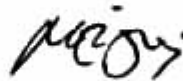
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Examiners, Master of Linguistics Study Program, Faculty of Humanities,  
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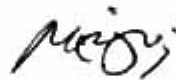
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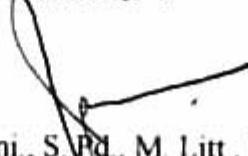
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### DECLARATION OF AUTHORSHIP


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**DEDICATION**

For dear self, thank you for not giving up.

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**Abstract:** The onset of hearing loss is affecting the process of language acquisition and development, yet it is not impossible for them to learn a foreign language. Therefore, this research is focusing on foreign language learning strategies used by students with hearing loss in inclusive education using language learning strategies by Oxford (1990). Moreover, the support activities given by the teacher were also analyzed using theory proposed by Hallahan & Kauffman in order to elucidate the suitable ways in teaching foreign languages to students with hearing loss in inclusive education. This research used qualitative research approach with Case Research design. The data were collected through observation, interview, and field notes. This Research was conducted at SMA Inklusif Galuh Handayani Surabaya, which recognized as the pioneer of inclusive education administrator in Indonesia by the Directorate General of Management of Basic and Secondary Education. The subjects were two students categorized as Deaf and hard of hearing students grade XI and XII. The result of this research showed students with hearing loss employed both direct and indirect strategies. The level of hearing loss shows less impact in the selection of language learning strategies. Each subjects have their own preference of language learning strategies depend on their self-awareness and independence. Moreover, the support techniques from the teacher help the student with hearing loss to easily receive the material by offering various communication techniques and adjusted learning material such as captioned audio-visual media.

**Keywords:** english language teaching, hearing loss, inclusive education, language learning strategies, support techniques