

THE IMPLEMENTATION OF TEACHING WRITING AND ERROR ANALYSIS OF ENGLISH WRITING OF HEARING – IMPAIR STUDENTS

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Abstrak

Tujuan penelitian adalah untuk mengetahui; (1) implementasi pengajaran menulis Bahasa Inggris pada siswa tuna rungu, (2) analisa kesalahan penulisan Bahasa Inggris pada siswa tuna rungu, dan (3) peningkatan pengajaran pada menulis Bahasa Inggris yang diperlukan untuk siswa tuna rungu untuk minimalisir kesalahan dalam menulis, terutama pada Bahasa Inggris. Penelitian ini diadakan di SLB B, Pontianak, Provinsi Kalimantan Barat. Penelitian ini menggunakan metode kualitatif dalam bentuk studi kasus. Beberapa data yang dikumpulkan pada penelitian ini menggunakan teknik observasi, interview, analisa dokumen, dan audio – visual material atau photo. Teknik penelitian ini menganalisa data berdasarkan pada bentuk data kualitatif, data kuantitatif, dan perbandingan hasil analisa berdasarkan pada bentuk data kualitatif maupun data kuantitatif. Hasil penelitian ini menunjukkan bahwa: (1) implementasi pengajaran dan pembelajaran menulis Bahasa Inggris bagi siswa tuna rungu berdasarkan lima dimensi pengajaran dan pembelajaran, yaitu: dokumen pengajaran dan pembelajaran yang sesuai untuk pelajaran menulis bagi siswa tuna rungu, prosedur yang digunakan guru dalam pengajaran dan pembelajaran bagi siswa tuna rungu, evaluasi yang digunakan dalam kelas pengajaran menulis Bahasa Inggris yang baik, situasi kelas yang sesuai untuk pengajaran dan pembelajaran menulis bagi siswa tuna rungu, dan hambatan – hambatan yang dihadapi dalam kegiatan pengajaran dan pembelajaran menulis bagi siswa tuna rungu; (2) analisa kesalahan tulisan yang ditulis oleh siswa tuna rungu dilihat dari aspek – aspek kesalahan ejaan dalam penulisan, penulisan kalimat yang tidak lengkap, dan penulisan struktur kata yang tidak lengkap; dan (3) hasil akhir dari penelitian ini adalah guru dalam usaha untuk meningkatkan kegiatan pembelajaran menulis bagi siswa tuna rungu dilakukan dengan metode pengulangan.

Kata Kunci: menulis, siswa tuna rungu, analisa kesalahan, studi kasus.

Abstract

The objectives of research are describing the implementation of writing to hearing – impair students writing, error analysis, and the improvement needed in teaching and learning writing to hearing – impair students. The research was conducted at a senior high school with special needs program in Pontianak, West Kalimantan Province. It is qualitative research in form of case study. The data of this thesis were collected through observation, interview, document analysis, and audio and visual material or photograph. Data analyzing are based on qualitative analysis, and quantitative analysis. This research result shows that: (1) the implementation of teaching and learning writing to hearing – impair students comprises of five dimensions: the documents of teaching and learning available to writing lesson, the procedure of teaching and learning writing, the evaluation used in writing class, the class climate during teaching and learning writing, and difficulties in teaching and learning writing;

(2) the errors analysis in writing are categorized into: misspelling word, missing word and incomplete word structure; and (3) improvement offered to the teacher in the writing class was providing more feedback to the students writing.

Keyword: *writing, hearing – impair students, error analysis, case study.*

INTRODUCTION

Teaching and learning writing is about the implementation of writing referring to some definitions from the sources. Spratt, Pulverness, and Williams (2005:26) state that teaching and learning writing involves several sub skills. Some of these are related to accuracy. i.e. using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

To study about the sentence analysis, the writer is also explaining about error analysis on the sentence very useful in teaching and learning a language compared to the language that has been mastered. One of definition of error analysis is the sentence structure that incorrect of words. Every people, including disable person especially to hearing – impair people or hearing – impair students have having problem about sentence writing and it will interesting for the researcher to figure out what are factors that error in writing sentence from hearing – impair people or hearing – impair students happening. Corder (1973:256) quotes “All learners make mistakes. This is not confined to language learners. We all make mistakes when we are speaking our mother tongue. They often cause a certain amount of merriment.”

Meanwhile, the way of teaching for hearing – impair people or hearing – impair students can be used by communication of manual language is like the system of envoy hand as the signal meaning of communication for hearing – impair people or hearing – impair students. Bonvilain (2003:30) quotes that the term manual language refer to a system of communication that employ hands movements to deliver meanings. So that, this is term in teaching for hearing – impair students must applied by the system of forms for communication in the

classroom activities. Here, the standard form for dealing communication with hearing – impair students is using of standard form of American Sign Language (ASL).

This ASL is standard signal form language for deaf people to create communication and it is also applied by the other countries that are complete language consisting of rules of phonology, morphology, and syntax. This is becoming the cognitive system of learning for hearing-impair students studying in the classroom as convey of the processing of language in written and speech. This way of teaching is becoming interesting and it will be the unique technique in teaching and learning for hearing – impair students and how the teacher will teach them and how the hearing – impair students translate the signals to write a language and to speak a language with the complete structure sentence, especially in English language or English sentence.

Haddad (2009:29) states that sign signal is the first language for children who are profoundly deaf as well as for many children with moderate/severe and severe hearing loss. Every language should have their own sign language and there are also sign language dialects within languages, such as Yogyakarta Dialect Indonesia. The grammar and sentence structure of sign languages are quite different from spoken languages with their own rules for phonology, morphology, syntax, and pragmatics. Here is an example from American Sign Language: American Sign Language (ASL) has its own grammar system, separate from that of spoken American English. In general ASL sentence follow a topic, comment (or predicate) arrangement. When discussing past and future events, we tend to establish a time – frame before the rest of the sentence. That gives us a *time, topic, and comment structure*. For example the sentence *Last week I washed my bicycle* (*spoken American English*) becomes *week-past, me wash, my bicycle* in American Sign Language.

The fact that the grammar and sentence structure for sign language is so dramatically different from our written and spoken language will affect the ability of children with severe and profound hearing loss (and who depend on sign

language for communication) to learn reading and writing at the same pace and time as other children.

This research analyzing the Implementation of Teaching Writing and Error Analysis of English Writing of Hearing – Impair Students is conducted at Senior High School with special needs students in Darma Asih Pontianak there are five students participated in this research through their writing class based on the student hand writing.

RESEARCH METHODOLOGY

This researcher uses a case study which is aimed at describing the actual condition. In this research the focus of the study are the implementation of teaching hearing – impair students and the student writing.

Case study is one of the qualitative research approaches that conducted by the situational phenomenon in field research. Many of researchers use this method to do find out the answer about the research is being conducted during in field research. Ary, Jacobs, and Razavieh (1972:286-288) quote that case study is intensive investigation of one individual. However, case studies are sometimes concerned with single small social units such as a family, a club, a school, or a teen – age – gang. Case studies have sometimes been conducted for the purpose of hypothesis testing. Researchers concerned with investigating the effects of operant conditioning on human behavior have produced many case studies.

Case studies of this particular type would be classified as experimental research since the researcher is manipulating the independent variable. However, case studies in general are classified as descriptive research techniques. Creswell (2003:15) states that case studies, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The case(s) are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake,1995).

Creswell (2003:185-188) states that the types of data to be collected in many qualitative studies, inquirers collect multiple forms of data and spend a

considerable time in the natural setting gathering information. The collection procedures in qualitative research involve four basic types, such as; observation, interviews, document collection, and audio and visual material.

FINDINGS OF THE STUDY AND DISCUSSION

Finding of study refer to the implementation of writing to hearing – impair students writing, error analysis, and the improvement needed in teaching and learning to hearing – impair students.

The first, the implementation of teaching and learning writing to hearing – impair students. It comprises the following: (a) teaching and learning documents that are available in writing to hearing – impair students include: curriculum; syllabus; lesson plan; and teaching material. The curriculum applied by Senior High School with special needs student in Pontianak is based on KTSP for disability student, including hearing – impair students. KTSP for Senior High School with special needs students in Pontianak adapted the curriculum arranged on BSNP's guideline refer to the condition of students in Senior High School with special needs students in Pontianak.

The syllabus applied by Senior High School with special needs students in Pontianak is based on KTSP for disability student, including hearing – impair students and it adapted the curriculum arranged based on BSNP's guideline refer to the condition of students. The lesson plan at Senior High School with special needs students in Pontianak is designed to fulfill the students need. The material of English teaching writing is lesson plan for the students based on kinds of English based on English lesson, such as: (1) to write/to translate the text, and (2) to complete the sentences or the text. One of English learning materials, such as to translate the text is shown with the activities planned.

The teaching material writing for English was designed by the teacher, such as: (1) to write/to translate the text, and (2) to complete the sentences or the text. According to syllabus and lesson plan, teaching material for hearing – impair students at Senior High School with special needs students in Pontianak is implemented by the various teaching material or teaching sources that suitable for teaching activities; (b) teaching and learning writing to hearing – impair students

is conducted through three steps of procedures: (1) opening activities, it started when the teacher ask the lesson with orally and sign language communication with easy language to avoid any difficulties; (2) main activities, it started when teaching situation make the teacher ask the students to explore the lesson with easy communication and understand by using simple oral method and sign language method; elaborate the lesson, the teacher ask the students elaborate each of them in learning and the teacher facilitate them in learning with easy method of teaching; and confirmation, it meant after the learning activities, the teacher evaluate them with giving exercise and if they haven't understand, the teacher give feedback learning method; and (3) closing activities, it refer to lesson plan are the teacher do reflective about the lesson had done and the teacher ask the students do homework or do exercise and also the teacher is going to teach other sub theme of lesson for next meeting; (c) the evaluation in the implementation of teaching and learning writing to hearing – impair students in Senior High School with special needs program in Pontianak are according to the teacher lesson plan for disability students have been prepared by the teacher; (d) the class climate in teaching and learning writing lesson to hearing – impair students is created by the teacher themselves who are to play the role and to create the class climate becoming attractive and energizing refer to the students condition, suitable teaching material, and easy to understand in language communication; and (e) the main difficulties in teaching and learning writing in Senior High School with special needs program in Pontianak. It was referring to document curriculum says that the weaknesses in teaching and learning for hearing – impair students are having several obstacles: (1) some of teachers haven't comprehending oral and sign language method; (2) there is no any space room for students creativity; (3) there are no any ideal size classroom for hearing – impair students; (4) less of the teacher specialize this method; (5) the new teacher for hearing – impair students have to give the special training in every time; (6) school location is far from the students home; (7) no any experts in certain field, such as; therapy, psychology, etc; and (8) almost the teachers have not yet comprehending in E – learning facilities.

The second, error analysis in writing. There are three types of writing exercise by the students which include: (1) fill the blank with the correct word; (2) completing the sentence with the correct word; and (3) translation the sentences. Here, the types of errors in writing conducted by the students in this result can be categorized into seven types which include: (1) misspelling word; (2) misplaced word or wrong word choice; (3) missing word or incomplete word structure; (4) verb; (5) adjective; (6) noun; and (7) pronoun. The types of error in Exercise 1 shown the most of error types in this exercise are misspelling word with six errors, misplaced word with two errors, and incomplete word structure with one error. In Exercise 2 shown the most of error types in this exercise are misspelling word with thirty-three errors, misplaced word with twenty-six errors, and incomplete word structure with sixteen error, and in Exercise 3 shown the most of error types in this exercise are misplaced word with one error, and incomplete word structure with ten errors. The student didn't make error in verb, adjective, noun, and pronoun. All explanation above, the possible reason of this error is the students didn't remember or forget the word, didn't hear the word meant until they have problem to write the correct spelling word, to write the complete sentence and until to write to translate the sentences with correct meaning.

The third, the improvement in teaching and learning in every school is conducted with certain type of improvements that should be applied into teaching activities. The improvements in teaching and learning especially in writing for hearing – impair students is different with normal students. To improve the hearing – impair students get better in their writing system there is one method of feedback according to their system of teaching method for hearing – impair students. The method is MRM method to help the students learning in writing lesson at Senior High School with special needs program in Pontianak in second grade students.

Discussion of study refer to the implementation of writing to hearing – impair students writing, error analysis, and the improvement needed in teaching and learning for hearing –impair students.

The first, the implementation of Integrated in teaching and learning writing to hearing – impair students are integrated on five sections: (a) the teaching and learning documents available in writing to hearing – impair students comprises into: curriculum; syllabus; lesson plan; and teaching material; (b) procedures in teaching to hearing – impair students; (c) the evaluation in writing class to hearing – impair students; (d) the class climate in teaching and learning writing to hearing – impair students; and (e) the difficulties in teaching and learning writing to hearing – impair students. (a) The teaching and learning documents available in writing to hearing – impair students comprises into the curriculum applied by Senior High School with special needs students in Pontianak refer to KTSP for disability students adapted from BSNP’s guideline refer to the condition of students.

Oliva (1982:8) quotes that the definition of curriculum are not as great or as common as differences in what the curriculum theorists include in their conceptions of the term. A definition of curriculum in (1) purpose or goals of the curriculum; (2) context within which the curriculum is found; or (3) strategies used throughout the curriculum. The syllabus applied by Senior High School with special needs program in Pontianak refer to the source that syllabus is an instrument used to control the teaching and learning activities, and it also with lesson plan should be in line with the organization of materials to teach, and the aims to achieve by the high school students especially for senior high school who suffered by hearing – impairment.

Ricards (2001:25) states that the term of syllabus had been used to refer to the form in which linguistics specified or focus in a course or method. Inevitably, the term has been more closely associated with methods that are product – centered rather than those that are process – centered. The lesson plan at Senior High School with special needs students in Pontianak are fulfilled the students needed. The material of English teaching writing is lesson plan for the students based on kinds of English based on English lesson, such as: (1) to write/ to translate the text, and (2) to complete the sentences or the text. The lesson plan is taught only one day learning activity. However, the lesson themes of teaching are

not completed in one meeting, but sometimes it is conducted through many meetings. The main activities in teaching lesson plan for hearing –impair students are having the indicator of the teaching activity such opening activities, main activities, and closing activities. Brown (2001:149) states that a lesson plan is unified set of activities that cover period of classroom times. It can be said that the lesson plan is planning set of teaching for teacher in certain teaching meeting in classroom activity. The teaching material writing for English was designed by the teacher, such as: (1) to write/ to translate the text, and (2) to complete the sentences or the text and it was also according to syllabus and lesson plan, teaching material for hearing – impair students in Pontianak is implemented by the various teaching material or teaching sources that suitable for teaching activities.

Teaching material or teaching source for the students is designed by the teacher for teaching hearing –impair students according their ability level. Most of the teaching material, sometimes the teacher made by them self for students' exercise and sometimes the teacher take from the elementary school, the junior and senior high school text books as teacher references teaching in the classroom. Brown (2001:136-137) states that the most obvious and most common form of material support for language instruction comes through textbooks. Most likely, as a relatively new teacher, your first concern will not be choose a textbook, but rather to find creative use for the textbook that has been handed to you by your supervisor. (b) Teaching and learning writing for hearing – impair students procedures at Senior High School with special needs students in Pontianak are according to the lesson plan of teaching and learning activities in teacher's lesson plan conducted by three main steps of procedures. The three main steps: (1) opening activities; (2) main activities; and (3) closing activities. The teaching lesson plan must be prepared and made by the teacher's them self as their guidelines in teaching process in classroom according to the standard procedures.

Spratt, Pulverness, and Williams (2005:91) quote that a lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson. We can identify the

most important components of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it. (c) The evaluation for the implementation of teaching and learning writing for hearing – impair students are following the teacher lesson plan have been prepared by the teachers for developing the teaching and learning for the special need students, including for the hearing – impair students refer to a real situation in writing class is showing the teachers at Senior High School with special needs students in Pontianak as the supervisor, the instructor, or the facilitator for the hearing – impair students in classroom activities that they are having to guidance to revise or to give some advises to the students work when the students having problem with their error writing in grammatical system and language structure.

Brown (2001:358) states that in teacher evaluation of students writing, the most instructive evaluative feedback teacher can give their comments, both specific and summative, regarding the student's work...a key, of course, to succesfull evaluation is to get their students to understand that teacher grades, scores, and others comments are variated forms of feedback form which they can benefit. The final evaluation on one composition simply creates input to the learner for the next composition. Automatically, is gained as the students develop fluency in writing, which can best be promoted through the multiple stages of a process writing approach. (d) The class climate in teaching and learning writing for the hearing – impair students is created by the teacher themselves who are to play the role and to create the class climate becoming attractive and energizing and also make the students attract and enjoy with their teachers way of teaching in classroom situation.

Brown (2001:202 - 203) states that the roles teachers and teacher styles develop will merge to give teachers some tools for creating a classroom climate that positive, stimulating, and energizing. The ways of creating the positive classroom climate consisting of three ways: establish rapport, balance praise and criticism, and generate energy. Finally, (d) the difficulties in teaching and learning writing for the hearing – impair students are coming from research findings are of course based on teacher's document curriculum report about the difficulties of

teachers weakness in teaching and learning to hearing – impair students. They have problems into several types such as; some teachers are not yet comprehend the sign language method or oral methods; less of the teacher specialize this method; the new teacher for hearing-impair students have to give the special training in every time; school location is far from the students home; no any experts in certain field, such as; therapy, psychology, etc; and almost the teachers have not yet comprehending in E-learning facilities. These difficulties are becoming the main problems are mentioned above in teaching and learning, especially in writing lesson.

The second, the error writing analysis conducted by hearing – impair students according to the research findings inform that the hearing – impair such as; (a) fill the blank with the correct students conducted errors in their exercises word; (b) completing the sentence with the correct word; and (c) translation the sentences. From all the exercise, the research findings found that hearing – impair students did error in their writing consisting of misspelling word, misplace word/wrong word choice, missing word/incomplete word structure, and translate the sentence with incomplete word structure in each exercises with various number of frequency error shown in Tables analysis in each exercises.

The interesting discussion about it is the effect of error writing toward the hearing – impair students ability which are viewing from the aspects of language from hearing – impair students are sign language and poor performance (a short – term memory). In aspect number 1, it is about sign language is main important for hearing – impairment when we want to communicate them. But, it is not easy to applicated, especially to teach them in classroom. Once, we do mistake eventhough just single time it will bring errors. Because, it is conducted by an expert, Houston (2009:8) quoted from Allman (2002) noted three general features about the spelling of children who are hearing – impair. Firstly, rather than including only the first (and perhaps last) letters of a word (as hearing children typically do in the alphabetic stage of spelling development), the spelling of children who are hearing – impair is more sequential. For example, they may write ‘*ROE*’ for ‘*road*’ rather than ‘*R*’ or ‘*RD*,’ thereby indicating that they

visually remember some of the letters in the word but are not benefitting from the sounds in the word. Secondly, children who are hearing – impair have a difficult time including vowel sounds, particularly long vowel sounds (which appear early in typical spelling development), in their written material. This is due in large part to the fact that long vowel sounds are difficult to see on the mouth, as the distinction between these phonemes is formed mostly by the tongue in the mouth. Thirdly, children who are hearing – impair make consistent letter substitutions for letters that look similar on the mouth. For example, if a child uses lipreading in order to glean phonemic information, then he/she is likely to confuse phonemes such as /p/ and /b/ since the place of production for these two plosives is identical.

In aspect number 2, poor performance (a short – term memory) is main problem faced by the students to remember the words correctly eventhough she or he write in single sentence or word. Houston (2009: 8-9) quoted from Harris and Moreno (2004) claim that “deaf children have difficulty in remembering ordered sequences of items that are phonologically encoded by hearing children, and relatively poor performance on (a short – term memory) task might indicate a difficulty with the deployment of phonological encoding”. In other words, in order to spell a word correctly, an individual must remember the specific order of letters within that word and that order is best remembered through verbal rehearsal; because individuals who are hearing – impaired are often unable to auditorily access speech sounds, then they must rely primarily on their visual memory of the word (whether how it looks in written format, when fingerspelled, or when pronounced on the mouth).

Harris and Moreno looked at the prevalence of phonetic errors in the spelling of hearing as well as hearing – impaired children. Phonetic errors are errors in which a child “attempt(s) to represent all the sounds in a word but do(es) not respect the rules of English orthography when (he/she does) so”. For the most part, the researchers found that the hearing subjects in their study made more phonetic errors in their spelling thus indicating that they were utilizing phonologic information when attempting to spell a word. The hearing – impair subjects in their study made a larger percentage of non – phonetic errors thus leading the

researchers to postulate that children who are hearing – impair do not use phonologic coding to the same degree that hearing children do. Finally, Houston (2009:11) quoted from Wakefield (2006), she also states that she (Wakefield) examines the awareness that hearing – impair children have of English spelling patterns by examining their spelling errors. She highlights the tendency of children who are hearing – impair to use ‘anagram’-like spelling. These types of errors are made when a child uses the “correct, or near – correct, selection of letters for a word” but writes them in the incorrect order, comparable to an anagram. For example, a child who makes an ‘anagram’-like spelling error may write the word *forest* as *FORSET.*

The third, the improvement should be applied in teaching activities and this improvement of teaching and learning writing for the hearing – impair students are already talked in research findings. To improve need to teach and learn writing for hearing – impair students are the improvement in teaching and learning writing lesson for the hearing – impair students is drilling or feedback method instructed by teacher’s lesson plan for their guidance in classroom for the hearing – impair students is Maternal Reflective Method (MRM) as a key for the teacher in classroom to help the hearing – impair students to revise their error writing.

Moreover, this method of MRM is almost similar with some of experts about the improvement teaching and learning in writing lesson. Brown (2001:367-368) states that error treatment is one of the Form – Focused Instruction (FFI) for teacher deal with the students error where many of students error in speech and writing performance are grammatical. It is interesting that little research evidence shows that overt grammatical correction by teachers in the classroom is of any consequence in improving learner’s language. The treatment of grammatical (and discourse) errors in writing is different matter. In process writing approaches, overt attention to local grammatical and rhetorical (discourse) errors is normally delayed until learners have completed one or two draft of the paper.

CONCLUSION

The result of this research is the implementation of teaching writing and error analysis of English writing of hearing – impair students at Senior High School with special needs program in Pontianak which based on the three sections are: (1) the implementations of teaching and learning writing to hearing – impair students; (2) error analysis of their writing; and (3) improvements needed in teaching and writing to hearing – impair students.

First, the implementation of teaching writing conducted by Senior High School with special needs students in Pontianak there were covering five parts: (a) the documents available in writing lesson to hearing – impair students are conducted by the curriculum, the syllabus, the lesson plan, and the teaching material which are arranged by the teachers with the standard rules from KTSP and BNSP issued; (b) procedures teaching used by the teacher to hearing – impair students is conducted by the lesson plan that made or planned by teacher themselves as their standard guideline based on three section: (1) opening activities; (2) main activities; and (3) closing activities. The procedures above have to the technique of teaching special for hearing – impair students need; (c) evaluation used in writing class to hearing – impair students is based on lesson plan procedure with feedback method as the key to see the students final result in their exercise writing; (d) the class climate in teaching and learning writing to hearing – impair students must be created by the teacher themselves to control and to play the rules the class climate according to the students conditions and the teacher must create the class energy or generate the students spirit to study comfortably; and (e) the difficulties in teaching and learning writing to hearing – impair students is faced the weakness of teaching to hearing – impair students with many factor mentioned in curriculum of Senior High School with special needs students in Pontianak document with one of the weakness is some of teachers have not comprehending the oral method and the sign language method.

Second, the error writing wrote by hearing – impair students. Most of hearing – impair students did the errors writing exercise writing based on type of errors in misspelling word, misplaced word/wrong word choice, and missing

word/incomplete word structure. Because, they having problems to remember the word or it called as less to keep memorize the word (a short – term memory) and to recognize sign language.

Third, the improvements needed in teaching and learning writing to hearing – impair students are of course using feedback method. The feedback meant is conducted by teaching and learning with appropriate method for the students such Maternal Reflective Method (MRM) to teach the students with revise their error writing.

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