

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher is going to describe English language teaching learning for deaf students at SMALB-B YASPENLUB Demak. This description includes much information related to English teaching, method in teaching learning and learning assessment.

#### **A. Finding**

##### 1. General Description of SMALB-B YASPENLUB Demak

SMALB-B YASPENLUB Demak is one of special senior high school for children with hearing impairment. It is a part of SLB YASPENLUB Demak. SLB YASPEBLUB was built in 1970 by Mr. Aryawan Sri Sukarno. SLB YASPENLUB Demak is located on jalan Kudus No. 52, Bintoro, Demak. This school is provided for deaf children (SLB-B) and mental retarded students (SLB-C) which consist of SDLB, SMALB, and SMALB.

Today, totally there are 15 teachers and 1 official work at SLB-B. 1 teacher, Mr. Ruslan is the headmaster and the others 12 are teachers. They Mr. Widoyo, Mrs. Sri Rahayu, Mrs. Wati, Mrs. Wiwin Widyastuti, Mrs. Suminah, Mr. Sugiyanto, Mrs. Endang Sukowati, Mrs. Khusnul Himmah, Mrs. Suprapti, Mrs. Dwi Purwati, Mrs. Umi Farikha, Mr. Wangsit, Mrs. Novi Istiqomah, and Mr. Asta Takdira. While the official is Anton Setyabudi. For more explanation will be delivered in appendix.

In academic year of 2010/2011 SMALB-B was built with Mr. Ruslan as the headmaster. There are only 11<sup>th</sup> class and 12<sup>th</sup> in this academic year. It is caused by there was no 9<sup>th</sup> class student of SMPLB-B in previous academic year. The number of students there are 9 students, which 6 students of 11<sup>th</sup> class and other 3 students are from 12<sup>th</sup> class.

The students in each class have different degree of impairment. In 11<sup>th</sup> class, there are four students with profound hearing loss, one student with moderate hearing loss and one student with mild hearing loss. In 12<sup>th</sup>

grade, there are two moderate hearing loss students and one profound hearing loss student.

The kind of lesson given to students at this school is similar to general school. The teachers come from various educational backgrounds. Some of them are from special education (PLB) department, while the others are graduated from education department. Even though, the teachers have get special training hold by province government and central government. Teacher of English here named Mrs. Suprapti. She teaches English for 11<sup>th</sup> and 12<sup>th</sup> class.

## 2. English Language Teaching Material for Deaf Students at SMALB-B YASPENLUB Demak.

### a. The Objective of English Teaching Learning

English is taught as a foreign language at every school in Indonesia. This lesson also will be examined in National Examination (UN). English has significant role in communicating among nations, especially to increase their competency. So that, English lesson should be used as a way to increase students' communication competency both written and oral communication at a certain literacy level.

There are four literacy level, they are: performative, functional, informational, and epistemic. For SMALB-B students, literacy level hoped is at functional level. At this level, students are prepared to be able to use language in completing their daily needs, such as reading newspaper, manual, or direction. This is the main objective of English lesson at SMALB-B.

Besides reaching functional literacy level, English at SMALB-B also aimed students aware the importance of English to increase nation's competency. Although students there have limitation in hearing sound, they can contribute in developing Indonesian nation among global people.

b. The Teaching Material

Curriculum used at SMALB-B YASPENLUB Demak is School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan = KTSP). Different from general school, standard competence (Standar Kompetensi = SK) and basic competence (Kompetensi Dasar = KD) in KTSP for SMALB-B are composed specially adjusted to students' limit in hearing. They were simpler than general school. Students of senior high school commonly receive three genres, while students of SMALB-B receive only two genres.

Here are the comparison of materials given at 11<sup>th</sup> grade of general SMA and materials given at 11<sup>th</sup> grade of SMLB-B in the odd semester based on KTSP

11 <sup>th</sup> grade of general SMA	11 <sup>th</sup> grade of SMLB-B
Asking for and giving opinion, satisfaction and dissatisfaction, giving advice, warning, granting request, relief, pain and pleasure, oral invitation, banner, poster and pamphlet, noun phrase, adjective clause, report, narrative, and analytical exposition.	Giving and asking for certainty, expression of doubt, asking for repetition, short message, advertisement, announcement, procedure and report.

Generally, the English materials should be mastered by students of SMALB-B YASPENLUB Demak was not significantly different from students of general school. Listening/scrutinizing, speaking/signing, writing and reading are taught. But, the teacher emphasizes on reading and writing, because of students' condition.

Teacher delivered materials based on SK KD. The teacher of English then explored more materials by taking materials on the textbooks and searching on internet. It was done to adjust students' needs and students' daily real life.

Here were materials taught at SMALB-B YASPENLUB Demak:

1) Tenth class

At this class students were taught simple oral and/or sign transactional/interpersonal conversation to interact in daily life. Hopefully, they could use expressions of asking, giving, and refusing service; asking, giving, and refusing thing; offering something; asking, giving deal; giving attention to the interlocutor; asking, giving and refusing information, asking, giving and refusing argument; responding statement; opening, extending, closing conversation; opening, extending and closing telephone.

Some genres also taught at this level. They were recount and narrative. The students learnt meaning in the narrative and recount text. They were also asked to read simple text of recount and narrative. In addition, there were short functional texts, such as invitation, announcement, notice, and short message.

2) Eleventh class

There were six standard competences at this class. Two standard competences for listening/scrutinizing skill are: (1) understanding meaning in simple oral transactional/interpersonal conversation to interact within daily life; (2) understanding meaning in oral functional text and simple and short monolog in form of procedure and report to interact within daily life.

The other two competences for speaking/signing skill were: (1) expressing meaning in meaning in simple oral transactional/interpersonal conversation to interact within daily life; (2) expressing meaning in oral functional text and simple and short monolog in form of procedure and report to interact within daily life. The last two competences were for reading and writing skill. They are: understanding meaning in very simple short functional text related to their environment; and expressing meaning in written functional text

and simple and short monolog/essay in form of procedure and recount to interact within daily life.

### 3) Twelfth class

This is the highest level of SMALB-B YASPENLUB Demak. The materials taught at this class were oral and written transactional and interpersonal text, simple short functional text, and also short oral and written monolog/essay. Expression given includes notice, amazed, politeness expression, and giving interesting news.

Other materials given were short functional text and genre both oral and written. Narrative text which had been taught at the 10<sup>th</sup> class would be learnt more by 12<sup>th</sup> grade students. Report text was also given in the first and second semester. While, short functional texts given at this class were private letter, advertisement, brochure, announcement, oral messages, and invitation.

Besides those materials that were specially given at the 12<sup>th</sup> class, the students were also prepared for national examination such as the other general students. So, the materials that have been given at the 10<sup>th</sup> and 11<sup>th</sup> class would be learnt more.

## 3. English Language Teaching Learning Method used at SMALB-B YASPENLUB Demak.

### a. Teaching Learning Method

#### 1) Grammar Translation Method (GTM)

Grammar translation method means teaching foreign language by translating it into native students' language. The main idea of this method is the best method to learn foreign language is by translating. So, each words of a text will be translated into mother tongue.

Teacher of English at SMALB-B YASPENLUB Demak implemented this method by pointing each student and assigns them to translate each word by turn. By using this method, hopefully all students understand the material well and know the meaning.

## 2) Silent Way

Silent way method demands teacher not to dominate in teaching learning process. In contrast, students have to more active in the class. The teacher's role here is as the guider. The teacher of English guides the teacher in the hypothesis-testing process in which they are constantly engaged.

This method based on the premise that the teacher should be silent as much as possible but the students have to produce language as much as possible in the classroom. In implementing this method to deaf students, the teacher of English wrote a 'transportation' category on the whiteboard, and then students were assigned to write kind of transportations they know as much as possible.

## 3) Question-Answer

In this method, teacher gave some questions to the students. The questions were in various forms. Sometime, teacher assigned students to translate some words, in another time, students were asked to answer some questions related to the material has just given.

Question-answer method was effective to check students' concentration. In implementing this method, teacher pointed students one by one. Then, the pointed student had to answer the question. It was done because usually deaf students talk one another using sign language. It effected they did not pay attention to the teacher explanation. Because they could not hear, seeing on the teacher's explanation was very important. If they ignored it, the materials would not be able to be transferred well.

## b. Medium of Instruction

Teaching hearing impairment students was not easy because the teacher should be able to master some communication techniques. The combination of some technique to teach deaf students is called total communication. The techniques meant are finger spelling, lip

reading and Indonesian Sign Language System (Sistem Isyarat Bahasa Indonesia = SIBI)

SIBI is a system of sign language used by deaf people in Indonesia. In teaching learning process, SIBI was used as language instruction instead of oral Indonesian language. When teacher and students translate English into Indonesian, SIBI was also used.

Although the students could not hear, teacher still had to speak in teaching learning process because the students would read the teacher's utterances from the teacher's lips movement. It also gave chance to students with low impairment to learn how to speak.

When there was new word faced by students and they want to ask to the teacher, finger spelling was commonly used. It was done to make teacher and students understand easily. Finger spelling was also used to call students' name instead of pointing them. Teacher would form her finger into first letter of student's name. To make students easier in using finger spelling, there was one picture of SIBI finger spelling in each class.

The teacher also considered the degree of students' deafness. Student with profound hearing loss sat in the front. In contrast, student with mild hearing loss sat in the behind of the class. The teacher of English also keep the students' concentration by pointing them, calling their name or touched them.

#### 4. Learning Assessment at SMALB-B YASPENLUB Demak.

In teaching learning process, assessing students was important to check whether they master the materials given or not. In assessing deaf students, teacher of English used written assessment. Even though, teacher sometimes also gave oral assessment. Students were asked to answer by signing or speaking as possible as they can.

There are two kinds of assessment; they are formal assessment and informal assessment. Informal assessment was held during teaching learning process. It was unplanned and not purposed to measure students'

achievement. Teacher asked the students by turn to translate a text written by teacher. In another way, teacher asked some questions based on the material directly.

In addition, formal assessment was a designed assessment. The teacher had prepared instrument to measure the students' competence. Formal assessment was done at the end of each semester. Besides, students of 12<sup>th</sup> grade also will face national examination to decide their graduation. Formal assessment was also done in the end of teaching learning process to check the students comprehending of a certain material. The instruments used by the teacher of English were such as filling the blanks, translating, completing, and matching. The example of assessment instrument can be seen in the appendix.

## **B. Analysis**

1. Analysis of English Language Teaching Material for Deaf Students at SMALB-B YASPENLUB Demak.
  - a. The objective of English Teaching Learning

This era is a global era, which is many goods of countries around the world not only can be get by the citizen of a certain country, but also all people around the world. Likewise Indonesia, besides exports some products to other countries, Indonesia also imports varied goods. Here, English is very important to be mastered.

Electronics, which is most of them are imported usually use English in the manual books. Deaf students, eventually will use electronic also. So one of English lesson aims is preparing students to be able to use English in completing their daily needs, such as reading newspaper, manual, or direction.

This objective also met the skill principle of teaching difable children stated in Mohamad Efendi book. Skill principle given to difable students had selective, educative, recreate and terapic function. It was also as the preparation for the future life.



b. The Teaching Material

Government had given special attention on deaf students' education by composing curriculum especially for them. Teacher of English at SMALB-B YASPENLUB Demak also had modified the materials based on the students' condition.

The number of materials given to deaf students which were lesser than hearing students was appropriate. Because of their difficulty in hearing, deaf students faced difficulty in understanding the teacher's explanation and instruction. It affected students need longer time to learn the materials.

This way is also appropriate to the teaching difable children principle. The principle meant was readiness principle. Readiness principle demanded the materials had to be adjusted to the students' readiness in learning the materials. If the students were forced to learn some materials which the number was same as general students, they will be burdened. The standard competence that was simpler than general school would not give much difficulty.

2. Analysis of English Language Teaching Learning Method used at SMALB-B YASPENLUB Demak.

Method plays a significant role in teaching learning process, especially in teaching deaf students. The teacher of English had to select appropriate methods to teach deaf students. The method used also had to be varied and interesting, so the students would not be bored during the lesson.

The teacher of English at SMALB-B YASPENLUB Demak had chosen some method to teach deaf children at 11<sup>th</sup> and 12<sup>th</sup> class. Some of them would be analyzed below:

a. Grammar Translation Method (GTM)

This method was done after the students write the material. Before the teacher explained the material, the students were assigned to translate the words one by one. The teacher would point them by turn. If there was no one of them who could translate it, the teacher would

help them by giving some clues until they know how the word was called in Indonesian language.

This method made students easier to understand the material because they knew meaning of the text. Students who translated the material by themselves also would remember easily the meaning of the word if they met it in another time.

b. Silent Way

Silent way allowed students to produce language as much as possible. Teacher in teaching learning process was as the guider. She only guided students to produce appropriate words. She let students to write words on the whiteboard and only spoke when there was mistake on the students' writing.

By using this method, students who had hearing impairment still had chance to be active in teaching learning process. By writing students recalled their knowledge. The words that students had learnt would not be forgotten easily. Students also would not be the object of teaching learning process, but they would be the subject.

c. Question-Answer

To check students' comprehension of a certain material, the teacher of English used this method. Students who had paid attention to the teacher explanation would be able to answer the question easily. Here students also had chance to ask the materials that they hadn't understood yet.

The interaction patterns of this method were both teacher-students interaction and teacher-students interaction. This method also gave more time to teacher to reinforce the students. Teacher would point or touch the student whom will be asked. Teacher also usually called their name.

3. Analysis of Learning Assessment at SMALB-B YASPENLUB Demak.

SMALB-B YASPENLUB Demak also held examination each the end of semester like general school. Although the students here were deaf,

they were given chance to do what the hearing students do. Students of 12<sup>th</sup> class also would join national examination. It proved that they could continue their study in formal institution.

The teacher of English also assessed students to measure the students' comprehension of a certain material by giving formal and informal assessment. Formal assessment used written assessment. It was adjusted to the students' condition. While informal assessment was done spontaneously within teaching learning process. Usually the teacher of English used oral assessment. The students could answer using sign language or spoken language for student who was low deafness. This oral assessment also trained students to communicate in social life.

### **C. Discussion**

#### **1. English Material for Deaf Students**

Generally, there are four skills that are taught in English lesson but it will be difficult for deaf students to master listening and speaking skill. It is because a deaf individual, especially prelingual deaf, the next effect occurs is muteness.<sup>1</sup> Therefore, listening and speaking were not taught at SMALB-B YASPENLUB Demak.

In order to adjust the condition of the students, the teacher of English at SMALB-B YASPENLUB Demak has modified the materials. For instance, the teacher of English used the name of teachers in the material. By using the name that the students have known, they would be easier in understanding the material. John Gibson stated that the material that students have known will interest the students. Students also will get a clear description of the material.<sup>2</sup>

The number of materials given for deaf students are also lesser than those for hearing students. Materials for hearing students at 11<sup>th</sup> grade are fifteen; meanwhile students who are deaf only receive eight materials in a semester. It is caused deaf students have difficulty in concentrating and

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<sup>1</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 75.

<sup>2</sup> Gibson, John, "Research, Reading and Writing", *Odyssey*, (Vol. I, Spring/2000), p. 18.

listening for long period of time without becoming tired.<sup>3</sup> So that, English was only taught once a week.

Reducing the number of materials was appropriate to the principle of teaching difable children, which is readiness. Difable children need readiness in receiving the lesson. Their weakness affect on their understanding ability.<sup>4</sup>

## 2. Method Used in Teaching English for Deaf Students

Teaching method used at SMALB-B YASPENLUB Demak in teaching English for deaf students were GTM, Silent Way and Question Answer. These methods were appropriate to the students' condition.

GTM was implemented by assigning students to translate the material into students' native language. Students' deafness usually effects to the students' difficulty in ability to remember things.<sup>5</sup> By implementing this method, students would be easy in understanding the material because they knew the meaning of the material. Students who translated material by themselves also would remember easily if they met the word in another time.

Besides those three methods, the teacher of English should vary the method in teaching English. Because of students' limitation in hearing, the teacher can use method that maximizes students' visual ability. Make a match teaching model that uses real visual aids, picture card or word card can increase the student conversation skill, also make students more active, more fun and improving students learning result.<sup>6</sup>

The teacher of English also can use cartoon in teaching writing skill to deaf students. Using cartoons in the classroom can be rewarding and fun. Being creative in using cartoons to teach English to deaf students can

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<sup>3</sup> The National Deaf Children's Society, *Deaf Friendly...* p. 42.

<sup>4</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 26.

<sup>5</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ...*, p. 26.

<sup>6</sup> Hastuti, Endah Dwi, "Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan Model Make a Match pada Siswa Tunarungu wicara dan Tunagrahita kelas VII SMPLB", <http://jasianakku-sampel.blogspot.com/2012/01/meningkatkan-kemampuan-percakapan.html>, accessed on 7<sup>th</sup> April 2014.

be highly productive and successful. In teaching writing skill, cartoons can provide deaf students with an appropriate medium to become effective and successful writer.<sup>7</sup>

### 3. Learning Assessment for Deaf Students

The assessment should be phrased in a way that does not confuse students for example by using clear English, short sentence and direct question.<sup>8</sup> The teacher of English used closed question assessing the deaf students. Here are some examples:

*What are the announcement above?*

*Who writes the announcement?*

By giving the closed question, students would not face difficulty is answering the question. It was because the answers were available in the text and did not need more explanation.

The teacher also can use picture in assessing the students. Matching English text captions to picture can be used in a reading assessment. The students are given pictures and captions that represent the passage. For the more able reader, it involved skimming and scanning for key content words and for the gist of each caption.<sup>9</sup>

### D. Limitation of The Study

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitation of the research were:

1. The research was done in a limited time. A qualitative study needed a long time periods in order to gain representative data. When the same research conducted for a longer time, it is still possible that different result will be gained.

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<sup>7</sup> Smith, Chad E., "*Letting Calvin and Hobbes Teach English*", *Odyssey*, (Vol. I, Spring/2000), p. 38.

<sup>8</sup> Mole, Judith and Diane Peacock, *Learning, Teaching*.....p. 11

<sup>9</sup>Bochner, Joseph H and Gerard G. Walter, "Evaluating Deaf Students' Readiness to Meet The English Language and Literacy Demands of Postsecondary Educational Program", <http://www.oxfordjournal.org> , accessed on 12<sup>th</sup> December 2014.

2. The teacher of English only used three methods in teaching English for deaf students. It caused the researcher couldn't determine whether the other methods would be effective or not.
3. The researcher did not master sign language wholly. So that, the researcher sometimes did not understand what the students mean.

Considering all those limitations, further research is needed in English language teaching learning for deaf students. Hopefully, there will be more optimal result.