

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of Teaching Learning Process of SLB “PRI” Buaran

Pekalongan

SLB “PRI” is an exceptional school for children with special needs which had four levels of education programs; they are TKLB, SDLB, SMPLB, and SMALB. Commonly, the teaching learning process at this school same with normal school there were students, teachers, headmaster, and the infrastructure available in support of teaching learning process. SLB “PRI” use Bahasa Indonesia as a native language in teaching learning process. It is also in English lesson, the teacher use Bahasa Indonesia more than English. But the teacher tried to always use English in every meeting.

The researcher chose the seventh grade students with hearing impairment because hearing impairment students are students with special condition when they have difficulties to hear and speak, but they have good intelligence than students with other impairment or disable. The English teacher in this school is Mrs. Inayatul Ulya, S.Pd. In English lesson she uses KTSP which was appropriate for students with hearing impairment and she also uses the available facilities in learning process and supported by handbook and worksheet. In a week consists of four hours for English lesson.

B. DataAnalysis

1. Result of Observation

To find out the observation results of the use of authentic material, appropriate method, the role of teacher is that of facilitator and guides not all knowing bestowed of knowledge, intrinsically motivating, build in some evaluations, students are serious in discussion, students

respond to teacher's questions, and the last students practice and do the task. Then, from the each category, those observations would be concluded into percentages; this is following the formula that is used:

$$X = \frac{n}{N} \times 100\%$$

In which,

X : the percentage of observation sheet of each category

n : the score gained

N : the total of highest score

The observation that was done on March 12th 2010, and the checklist observation result can be seen in appendix (Appendix 3-5). From the observation, the researcher got result as follow:

a. Use of Authentic Material

The first category of observation sheet was taken was the use of authentic material. This category consists of 2 items. The score gained for supplementary book and not to be restricted to text book items are 8, where score from each item is 4. The total of highest score is 10, it is taken from the total of items multiplied by highest score. In this case, the highest score is 5. To measure the use of authentic material, here the formula that is used:

$$X = \frac{n}{N} \times 100\%$$

The computation of the use of authentic material can be explained as follow:

$$\begin{aligned} X &= \frac{8}{10} \times 100\% \\ &= 80\% \end{aligned}$$

Use of authentic material was scored 80%. It means that the material delivered to the students with hearing impairment by teacher was good enough.

b. Use of Appropriate Method (73,33%)

The second category of observation sheet was the use of appropriate method. Its category consists of 3 items. If the teacher use only one method to teach English language lesson, the researcher only gave 1 score, if the teacher use not only one method to teach English language method and the method that was used help the students to remind the material that were accepted, the researcher gave 10 score, where score for each item is 5. The total of highest score is 15. It was taken from the total of items multiplied by highest score. The formula that was used to measure the use of appropriate method is same with the first category of observation sheet. The computation of the use of appropriate method can be explained as follow:

$$X = \frac{11}{15} \times 100\%$$

$$= 73,33\%$$

The average score was given for this category, that are 73,33%. It could said the use of appropriate method that applied in teaching learning process was success enough.

c. The Role of Teacher is that of Facilitator and Guides not all Knowing Bestowed of Knowledge (80%)

The third category of observation sheet is 'the role of teacher is that of facilitator and guides not all knowing bestowed of knowledge.' It consists of 3 items. In this category, each item consists of 4 score with classification: teacher directing students to concern in teaching learning process; teacher pay attention the students not only in the class, but also in outside the classroom;

and teacher directing the students who have the trouble in remembering the lessons explained. The total of highest score is 15. It was taken from the total of items multiplied by highest score. Here the computation result of category ‘the role of teacher is that of facilitator and guide, not knowing bestowed of knowledge’:

$$X = \frac{12}{15} \times 100\%$$

$$= 80\%$$

From the explanation above, 80% are good score for this category.

d. Intrinsically Motivating (80%)

Intrinsically motivating given score 80%, it could see that during the lesson teacher gave motivation to the students. The motivation given not only about the lesson, but also for developing self confidence in every their performance. In the fourth category in observation consisted only 1 item, which was teacher gave the motivation to the students. This item had the highest score, that was 4, and the total of highest score is 5. So, it would be reached in percentage:

$$X = \frac{4}{5} \times 100\%$$

$$= 80\%$$

e. Build in Some Evaluation (60%)

The next category in observation sheet is ‘building in some evaluation.’ It was consisted of only 1 item. If teacher gave the exercise and home work, the researcher gave score 3 and total of highest score is 5, the average score for this category are 60%. This is the computation of ‘building in some evaluation’:

$$X = \frac{3}{5} \times 100\%$$

$$= 60\%$$

f. Students are Serious in Discussion (60%)

The sixth category in observation sheet for this research is students' seriousness in discussion. If the students discussed with their friends, the researcher gave score 3 and the total of highest score is 5. The computation of the category of the students' seriousness in discussion can be explained as follow:

$$X = \frac{3}{5} \times 100\%$$

$$= 60\%$$

g. Students Respond to Teachers' Questions (60%)

'Students respond to teachers' questions' was the eighth category in observation sheet for this research. These categories only included 1 item that was the students answered teacher's questions, and the score was 3. The total of highest score was 5. So, if it is counted in percentage, I would be reached:

$$X = \frac{3}{5} \times 100\%$$

$$= 60\%$$

h. Students Practice and Do the Task (60%)

The last category in observation for this research is students practice and do the task with the contain students enjoy doing practice and do the task, and the score was 3. The total of highest score was 5. Here the computation of this category:

$$X = \frac{3}{5} \times 100\%$$

$$= 60\%$$

The result is matched into the table of central tendency of observation sheet can be seen in the third of appendix. Then based on the result of observation above, it could be described as follows:

Table 1

Percentages of English Language Teaching For The Seventh Grade Students With Hearing Impairment A Descriptive Study of Methods and Material Approximately Used at SLB “PRI” Buaran Pekalongan

No	Activities	TOTAL (n)	PERCENTAGES (%)
1.	Use of Authentic Material	8	80
2.	Use of Appropriate Method	11	73,33
3.	The role of teacher is that of facilitator and guide, not knowing bestowed of knowledge	12	80
4.	Intrinsically Motivating	4	80
5.	Build in some evaluation	3	60
6.	Students are serious in discussion	3	60
7.	Students respond to teacher's questions	3	60
8.	Students practise and do the task	3	60

2. Result of interview

The researcher did interview only with the teacher. The interview was conducted on March 15th 2010. It was to know the information about methods and materials that were used for students with hearing impairment.

According to our Education Minister, the curriculum that used in SLB "PRI" Buaran Pekalongan is KTSP and teacher uses SKKD (Standar Kompetensi dan Kompetensi Dasar) to teach students with special needs. Teacher develops the syllabus by herself and adapts it based on the students' conditions.

Teacher combines various methods in English language teaching for the seventh grade students. In this case, teacher uses Grammar Translation Method (GTM), Total Physical Response (TPR) and American Sign Language (ASL). Sometimes the teacher also uses picture and other media that can be used to teach the students with hearing impairment.

Those methods used in English language teaching for seventh score students with hearing impairment because based on the students' condition, where they have limitness in communication with other. Teachers think that is the best method to teach them.

The materials which are delivered in English language teaching for seventh grade students with hearing impairment are based on SKKD which was appropriated to their conditions. These materials are commonly given to the students of elementary school. Those materials are delivered to them because it was defined based on curriculum and SKKD.

The difficulties are faced by teacher and students in English teaching learning process are limitation of vocabulary between L1 and L2 is one of difficulties that are faced when I teach them. Besides that, language transfer is very difficult and sometimes I have misunderstanding with them.

The infrastructures those are available in support of English language teaching for seventh grade students with hearing impairment. Actually the infrastructures in supporting of English language teaching are limited. The school does not have language laboratory. The teacher use laptop to teach them. Sometimes she uses pictures, flash card and other properties that can help in teaching learning process.

The achievement of English language learning of students with hearing impairment was good enough. It is better than students with mental disorder because actually students with hearing impairment have the same intelligence level like common children. But they are low in absorbing informations that are delivered from teacher.¹

C. Research Finding

The research focuses to the methods and materials approximately used in English language teaching for the seventh grade students with hearing impairment at SLB “PRI” Buaran Pekalongan. Observations and interview were conducted in the class on March 12th 2010. Mrs. Inayatul Ulya, S.Pd is the English teacher at the school.

From the interview and observations, the researcher tried to find, develop, and establish the point of the research that would become the research focuses. The researcher gained the data from the interview and observations which were in the form of interview transcriptions and observation sheets.

In this study, the researcher pointed out two statements of the problems. They are the research findings:

1. The methods which are applied in the teaching learning process.

The researcher conducted the interview and class observation for the purpose of knowing the methods are used. From the interview, it was known that the teacher not only used one method, teacher used a

¹ Interviewed with the teacher of SLB “PRI” Buaran Pekalongan at March 15th 2010.

simple method combine with American Sign Language (ASL), as we know that hearing impairment students used sign language for communication. But in the other side, the simple method could not help teacher and also there were not any special treatment and preparation.

For the clear observation, the researcher joined the class. The first observation was held on March 12th 2010. In the first teaching, Mrs. Inayatul Ulya (Mrs. Ina) only focused on material transferring. She did not pay attention to the class management. She would rather used conventional method than appropriate methods. So, the teaching process was not enough yet.

After the lesson was done, the researcher conducted small discussion with Mrs. Ina, the researcher showed the result of the first observation and gave some references of English teaching methods.

The first observation was not good enough, so the researcher held the second class observation. After using appropriate method, the teaching process was good enough. Teacher not only focused on material transferring but also focused on class management. Teacher helped the students to analyze the information during the lesson.

Beside that, teacher also gave high motivation to the students. Not only during the teaching learning process in the class but also in other situation outside class. The hearing impairment students need more attention, so the teacher should has high patient in order to help the students to develop intrinsic motivation by themselves.

The researcher held a small discussion with the English teacher. The researcher gave the result of observation, interview and also some resources of methods which can be used by teacher.

The resource of methods which are given to the teacher, as follows:

a. Grammar Translation Method

In the Grammar Translation Method, a basic purpose of learning English as a foreign language is to be able to read literature written in the target language. To do this, the students need to learn about grammar rules and vocabulary of the target language. For addition, it is believed that studying English as a foreign language provides students with good mental exercise which helps develop their minds.

b. American Sign Language

As a primary mode of communication for people with hearing impairment, American Sign Language (ASL) is a manual form of language that has a defined and complete structure that is different from English or other forms of spoken language.

c. Communicative Language Learning Method

Communicative Language Learning is a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. Communicative Language Learning learners are encouraged to attend to the overheard they experience between other learners and their knowledge. The result of the overheard is that every member of the group can understand what any given learner is trying to communicate.

d. Total Physical Response

This method is suitable for beginners especially for students with hearing impairment because they need to be supplemented by activities and techniques from other methods. It aims to develop listening comprehension before production, to associate language with action, and reduce stress in language. Total Physical Response connects language with action by getting what the learners to do and what the teacher tell them to, of course also by using sign language.

e. Total Communication

Total communication utilizes all means of communication for teaching students with hearing impairment. The goal of this method is to create realistic context for language and the ability\to learners to express their own ideas, feelings, attitudes, desires, and needs. Communicative activities may include: open ended questioning problem-solving activities and exchange of personal information. Students usually work with authentic materials in small group on communication activities, during which they receive practice in negotiating meaning.

2. Materials which are Delivered to Teaching English in the Seventh Grade Students with Hearing Impairment of SLB “PRI” Buaran Pekalongan

In order to get information about the material which are delivered or given to the students with hearing impairment of SLB “PRI” Buaran Pekalongan, the researcher held interview with the English teacher and documentation.

The interview was held on March 15th 2010. From the interview, it was known that the materials which were given to the hearing impairment students were based on SKKD which was appropriated to their condition. These materials were commonly given to the grade students of elementary school.

The researcher also conducted a field research to deepen and support the exiting data. The researcher took English curriculum and syllabus of hearing impairment as documentation. From the syllabus, it can be seen that the materials are the simple and easy to be understood, such as:

- a. Introducing self
- b. Greeting
- c. Things in the classroom

d. professions

All of the materials above were taught in one academic year. It takes long time for hearing impairment students to master a lesson. The materials should be repeated more than once time.

D. Discussion

The discussion of the study was focused of the result of observation. The result of observation was focused on the methods applied and material delivered in English language teaching for the seventh grade students with hearing impairment. Based on the data analysis, we can see that the highest scores of the observation sheet are ‘use of authentic material’, ‘the role of teacher is that of facilitator and guides not all knowing bestowed of knowledge’, ‘use of appropriate method’ and ‘intrinsically motivating’. It means that teacher was good enough as far as English teacher in English lesson for hearing impairment students.

There are results of the observation sheet:

- a) Use of authentic material was scored 80%. It means the material delivered to the students with hearing impairment by the teacher was good enough.
- b) Use of appropriate method was scored 73,33%. It could said average for the use of appropriate method, and it means that the use of appropriate method that applied in teaching learning process was success enough.
- c) The role of teacher is that of facilitator and guides not all knowing bestowed of knowledge was scored 80%. It means that the role teacher was good.
- d) Intrinsically motivating was given score 80%. It means that the teacher have good ability to always give the motivation to the students.
- e) Build some evaluation was scored 60%. The average score was given for this category.

- f) Students are serious in discussion was score 60%. It means that the students still have the average in working of the discussion with their friends.
- g) Students respond to teachers' questions was scored 60%. It means that students have average respond to answer the questions from teacher.
- h) Students practice and do the task was scored 60%. It means that students were given average score for this category.

From the explanation above could be concluded that the category of the observation sheet such as the use of authentic material, the use of appropriate method, the role of teacher is that of facilitator and guides not all knowing bestowed of knowledge, and intrinsically motivating are mostly was good enough. The teacher was success enough in managing the atmosphere of teaching learning process especially in English lesson.

The others categories on the observation are build some evaluation, students are serious in discussion, students respond to teachers' questions, and students practice and do the task was scored average enough. The students tried to be good participants during teaching learning process was done.

Based on the observation on the English teaching of hearing impairment students at SLB "PRI" Buaran Pekalongan and interview by teacher, the researcher considers that her observation is reasonably well planned, efficiently excused, and good enough for the English teaching. The focuses of this research are the method that used in English teaching learning process for students with hearing impairment, and the materials are given to them.

In the English teaching process, the teacher applied not only one method but also many methods such as Communicative Language Learning, Total Physical Response, and combination with the primary

method for hearing impairment students, which are American Sign Language with total communication method. The teacher always tried to elect suitable methods for each situation and condition. It is right that there is no effective method and strategies in English language teaching. By giving the teacher some resources about the methods of English teaching, then the teacher is asked modify the method based on the class situation and students characteristics,so transferring of knowledge can be reached. After knowing that there are some appropriate method and strategies in English teaching, the teacher is suggested to be more focuses in communication to be accustomed in English language. During the lesson, the teacher also tried to motivate her students to speak up in English exactly by sign language or finger spelling.

From the explanation above it is clear that there is nothing perfect method in English language teaching. However, it is too hard to conveying knowledge if the teacher use only one method in teaching learning process. Teacher should be use combination method in English language teaching in order to the process of teaching learning will be successfully.

Moreover, for teaching special students the teacher should use combination between the methods that usually used in English teaching as a foreign language with the special methods that used for students with hearing impairment. It is caused hearing impairment students are have several characteristics:

- a. Hearing impairment students did not ability to catch sounds as well by the ears
- b. Hearing impairment students needs more attention by teacher
- c. Hearing impairment students mostly have normal intelligence, but they are need special handling.

So, it is important for be reference by teacher to use the appropriate method for teaching them. The appropriate method can help students to

absorb the knowledge and information by teacher and the teaching learning process at hearing impairment class more effective.

In order side, the materials which are given to the hearing impairment students also important. The materials which are given to the hearing impairment students of SLB “PRI” Buaran Pekalongan should be as easy as possible. Hearing impairment students have difficulties in getting hard informations, so English materials which are given should be as easy as possible. It takes long time for hearing impairment students to master a lesson. Based on the hearing impairment characteristic, the materials which are given should be simple and easy to understand. Besides that, the teacher used pictures, cards, and other properties that it can help the students to absorb the materials. The materials which are given should be simple and easy to understand, such as:

- a. Introducing self
- b. Greeting card
- c. Things in the classroom
- d. Professions

In teaching students with exceptionalities, it is often useful to supplement or replace commercial materials with teacher-made materials. These materials provide additional practice, feedback on progress, and increase motivation. Students spend much classroom time working with instructional materials on their own, so it is important that the materials do not lead to frustration, failure, and practicing of errors.

E. Limitation of the Study

The limitation of the study can be explained as follow:

1. This is a descriptive study about the English language teaching for the seventh grade students with hearing impairment, descriptive of the methods and material that are approximately used.

2. The population of this research is just the seventh grade students' with hearing impairment of SLB "PRI" Buaran Pekalongan in the academic year of 2009/2010. Since it only covers the seventh grade students with hearing impairment of SLB "PRI" Buaran Pekalongan in the academic year of 2009/2010, the result of this study cannot describe perfectly the methods are used and the materials delivered for students with hearing impairment of SLB "PRI" Buaran Pekalongan in the academic year of 2009/2010.

Finally, the researcher realizes that English teaching process of students with hearing impairment will be achieved through the effective methods and strategies that are considering hearing impairment characteristics. Moreover, the result of the study can be a basic reference for any future research related to English language teaching for students with hearing impairment.