

APPENDICES

APPENDIX 1

LIST OF TRANSLATION

Page	Translation
1.	Allah intends for you ease, and He does not want to make things difficult for you. (Q.S. Al-Baqarah :185)
2.	Narrated Anas bin Malik: The Prophet (ﷺ) said, "Make things easy for the people, and do not make it difficult for them, and make them calm (with glad tidings) and do not repulse (them). Sahih al-Bukhari 6125 Book 78, Hadith 152 USC-MSA web (English) reference: Vol. 8, Book 73, Hadith 146 (<i>deprecated numbering scheme</i>)

APPENDIX 2

1. History of *Sekolah Luar Biasa* B/C Dharma Wanita Persatuan

Banjarmasin

Sekolah Luar Biasa B/C Dharma Wanita Persatuan Banjarmasin South Kalimantan was established on December 1, 1981 provide special needs education for hear impairment students and mental retardation students. The total of students at the time were 19 students and 3 teachers, they are: H.Rafi'I (the deceased), Waluyo, and Habibah and also assist by the ladies of foundation commitee.

SLB B/C Dharma Wanita Persatuan South Kalimantan on May 12, 1982 got legalization from the provincial office of the Ministry of Education and Culture, South Kalimantan with Operational Permit Number : 18/1.15.1.a/1.19982. The existence of the South Kalimantan Province Dharma Wanita *SLB* received the attention of the government of South Kalimantan Province with the provision of land and school buildings as well as housing for teachers / employees located on Jl. Dharma Praja RT 17 No.56 Pemurus Luar Village, Banjar Timur District, Banjarmasin City. On Tuesday, May 18, 1982 *SLB* B / C Dharma Wanita, South Kalimantan Province moved location from Jl. Belitung Darat Komp. Dharma Bhakti moved to a new location on Jl. Dharma Praja. *SLB* B / C Dharma Wanita of South Kalimantan Province which registered with the Department of Social Affairs Regional Office of South Kalimantan Province with No: 4-3 -2503/86 on

September 14, 1986. The first Chairperson of the Foundation is Ny. Hj. Sjamsiar Alam and as the Protector / Advisor is Mrs. Hj. Tjokrokoesoemo.

Improvement of the management of the foundation continued to be carried out, in 1998 it changed to the Foundation of Dharma Bhakti Dharma Wanita Persatuan Province of South Kalimantan, the construction of a magnificent and representative school building in 2002. On September 27, 2002 the implementation of education changed from *SLB* to *TKLB*, *SDLB*, *SMPLB* and *SMALB*.

SMALB B / C Dharma Wanita Persatuan Province of South Kalimantan was established on March 12, 1998 with Notary Deed No. 41. Now successfully adding buildings to classrooms, skill rooms, and School library rooms.

Principals of *SMALB B / C* Dharma Wanita Persatuan Provinsi South Kalimantan is Mr. Subagya, S.Pd, M.Pd and the Board of Teachers have succeeded in delivering students to get various achievements, awards and medals at championships FLS2N, O2SN, OSN, PORCADA and PORCANAS Provincial level of South Kalimantan and National level.

In the 2015/2015 school year *SMALB B / C* Dharma Wanita Persatuan Province of South Kalimantan succeeded in the General Champion of Province of South Kalimantan FLS2N, O2SN and OSN. The winning students have the right to represent the Province of South Kalimantan to the National level.

Champion winners include:

1. Luhur Gemuruh Muhammad, Winner of the Graphic Design Competition

Companion Teacher: Ms. Endang Prihandini, S.P

2. Livia Clarissa Velda Setiawan, Second Place in the Face and Nail Makeup Competition

Companion Teacher: Istiqomah

3. M. Ramadani Putra, First Winner in the Men's Long Jump Race

Companion Teacher: H. M. Yunus, S.Pd

4. Khairullah Dewandaru, third winner in Badminton competition

Companion Teacher: Subagia S.Pd. M.Pd

2. Description of *SMALB* B/C Dharma Wanita Persatuan Banjarmasin Facilities

A. Description of Teachers and Administration Staff at *SMALB* B/C Dharma Wanita Persatuan Banjarmasin

NO.	NAME
1.	Subagya, S.Pd, M.Pd NIP. 19590312 198403 1 010
2.	Endang Prihandini, S.P NIP. 19720609 200604 2 023
3.	Rasyidah, S.E NIP. 19631214 200701 2 005
4.	H. M. Yunus, S.Pd NUPTK. 1647748652200012
5.	Rabiatul Adawiyah, S.Pd NUPTK. 5458756659300003

6.	Solehah, S.Pd NUPTK. 6742756658300052
7.	Yuli Sri Handayani, S.Pd NUPTK. 1544760661300062
8.	Istiqomah

B. Data of Student

1. The Number of Students Academic Year 2017-2018

CLASS	B		C		C1		D		Q		TOTAL
	L	P	L	P	L	P	L	P	L	P	
X	2	4	2	2		2			2	1	15
XI	4	1	1	2	1	1					10
XII		3	2	2		4	1			1	13
TOTAL											38

C. The Facilities of School

Computer	Property				BrangKas	Fillingkabin et	Cupboard	Bookshelf	Teacher's Table	Teacher's Chairs	Students' Table	Students' Chairs
	Ketik	Hitung	Stensil	Fotocopy								
15	-	1	-	3	-	2	3	2	8	8	34	34

Foundation Room

Principal's office

Teacher's room

Classroom

Library room

Space Skill

Mosque Room

Toilet for Teacher / Student

Warehouse

APPENDIX 3

INTERVIEW GUIDANCE

Pre-Observation Interview Questions:

1. What is your degree?
2. Have you ever get training to teach in special needs education? Where? When?
3. What the reasons you choose teaching English in special needs education ?
4. How long you have been teaching English in this school?
5. What are the skills of English that you use in teaching?
6. What are the types of students that you teach in this school?
7. Do you use multi-sensory everytime when teaching?
8. How long you have been using multisensory technique in this school?
9. Where are you know about multisensory technique?
10. Do you have reason or motivation, why you should using this technique in teaching English?
11. What the speficific types of students that you think this technique more effective?
12. Do you agree that multisensory is the effective technique in teaching? Why?
13. Do you think multisensory technique is important to support your teaching? Why?
14. Do you have manuals, formal policies, handbook, or procedures in place related to your use of the multisensory technique?

Daily Interview Questions:

15. What do you feel when you use multisensory technique today?
16. Do you feel the atmosphere make you enjoy or exhausted?
17. What are the equipment you should have or you prepare before teaching to support you using multisensory technique?
18. What are the activities you applied today?
19. Do you think the activities work well today?
20. Do you faced the constraints when use or applied it?
21. What are the constraints you faced in general today?

Post Observation Interview Questions:

22. Do you agree that multisensory is effective technique for/in your teaching after you apply this technique several times?
23. Do you think this technique easy or hard after you apply it time after time?
24. Do you want recommended to other teacher to use this technique based on your experience? Explain!
25. What are your general thoughts about multisensory? Do you have anything to add regarding multisensory?

(Modified/Inspired by Sara Ureno's Thesis)

OBSERVATION FIELD SHEET GUIDANCE

Name(Teacher) :

Theme / Topic :

Class :

Date of observation :

Start time/end time :

Skill :

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
	Visual		
	Auditory		
	Tactile		
	Kinesthetic		

Description	Note/comment

(Modified/Inspired by Sarah Abdullah Alwaqassi's Disertation)

DOCUMENTATION GUIDELINES

1. The history of SMALB B/C Dharma Wanita Persatuan Banjarmasin
2. The number of teachers
3. Number of students.
4. Facilities and Infrastructures.

Transcript of Interview with Teacher

Wawancara dilakukan pada hari Selasa 26 April 2016. Wawancara dilakukan sebelum penelitian atau dalam penelitian ini disebut pre-observation interview. This trascript has been transalted to Indonesian. Narasumber be

A : Assalamu'alaikum, Bu.

Anda lulus dari mana?

B : Dari STIKIP PGRI

A : Tahun angkatan berapa, ibu?

B : tahun 2000

A : Lulus tahun berapa?

B : 2005

A : Apa jurusan ada saat kuliah?

B : Dulu sekolah jurusan IPS, tapi kuliah ambil jurusan Bahasa Inggris

A : Kapan ibu mulai jadi guru Bahasa Inggris disini?

B : tahun 2005, awalnya ibu mengajar di TK, cari pengalaman saat masih sedang penggarapan skripsi, sambil jadi guru honor, soalnya tahun 2004 ibu menghonor di TK. Kemudian ibu melamar disini (SMALB B/C Dharma Wanita Persatuan Banjarmasin), Alhamdulillah diterima.

A : Alasan kerja disini?

B : Tidak ada alasan, karena ada lowongan dan setelah dijalani saya senang mengajar disini.

A : Apakah ada pelatihan-pelatihan untuk mengajar di SLB, karena di kampus (jurusan Pendidikan Bahasa Inggris) kan tidak ada mata kuliah khusus terkait SLB.

B : iya, memang tidak ada. Kalau untuk SLB memang kan harusnya Pendidikan SLB, tapi karena di jenjang SMA ada mata pelajaran dan Bahasa Inggris adalah mata pelajaran jadi tidak apa-apa mengajar disini dengan background pendidikan Bahasa Inggris. Itu tidak masalah karena kan di SMA itu mata pelajaran.

A : Apakah ada pelatihan (mengajar) selama disini?

B : Ada. Seperti workshop, tapi tentang kurikulum atau tentang (pengetahuan) anak-anak autis.

A : Jadi tetap ada pelatihan juga bu?

B : Iya, kalo Bahasa Inggris tidak berasal dari Pendidikan SLB tidak masalah. Kita kan cari ilmu disini.

A : Jadi, berapa tahun ya ibu tadi mengajar disini?

B : Dari tahun 2005 sampai 2018 berarti bulan desember ini 13 tahun.

A : lalu mengenai menggunakan bahasa isyarat apakah ada workshop atau pelatihan?

B : Tidak. Belajar selama mengajar disini, belajar dari buku, belajar dari anak murid.

A : Ada bukunya (tentang bahasa isyarat)?

B : Iya, ada bukunya.

A : Apakah sulit mengajar Bahasa Inggris di SLB?

B : Kalau sudah lama menjalaninya tidak sulit lagi, tapi kalau di awal-awal masih memahami. Kalau di awal-awal janganlah anggap sulit dulu, dijalani aja dulu.

A : Apa skill Bahasa Inggris yang ibu gunakan?

B : Speaking, reading sama writing.

A : Apa saja yang paling menjadi kendala saat skil digunakan?

B : Contohnya speaking, karena speaking kan harus (menekankan) ucapannya (pelafalannya) itu yang paling jadi kendala. Kalau tugas atau apa saja seperti writing itu tidak masalah (tidak ada kendala). Speaking yang sulit, karena kan kalau Bahasa Inggris

A : Bagaimana biasanya ibu menggunakan teknik multisensory?

B : Misalnya untuk kelas Tunarungu tidak bisa kita memanggil dengan "Hai". Jadi, dengan sentuhan.

A : Apakah ibu pernah menggunakan film dan video untuk pembelajaran?

B : Selama ini saya tidak pernah menggunakan.

A : Kalau musik?

B : Tidak pernah, karena untuk anak kelas B (*tunarungu*) tidak bisa.

A : Bagaimana dengan kelas C (*tunagrahita*) ?

B : Selama ini memang belum pernah mencoba menggunakannya (aktivitas audio).

A : Karena tidak ada *listening skill*?

B : Iya, tidak ada. Karena selama ini kan yang ada Ujian Nasional itu kelas B (*Tunarungu*) saja.

A : Bagaimana dengan tepuk tangan, apakah pernah ibu menggunakannya?

B : Bisa, apabila saat bernyanyi.

A : Di kelas C ya bu?

B : Iya, di kelas C (*Tunagrahita*).

A : Bagaimana dengan media yang ibu gunakan untuk membantu teknik multisensory pada kelas B (*Tunarungu*)?

B : Kalau medianya dengan gambar. Karena biasanya menjelaskan bagian struktur tubuh, apa bahasa Inggrisnya. Jadi, menggunakan nyanyian (bernyanyi) untuk kelas C dan menggunakan gambar untuk kelas B.

A : Apakah ibu selalu menggunakan tekniknya terus menerus?

B : Sesuai kondisi siswanya dan materinya atau temanya. Misalnya temanya A bisa kita menggunakan gambar.

A : Apakah Ibu memiliki alasan kenapa menggunakan media gambar?

B : Maksudnya?

A : Misal kelas B harus menggunakan media gambar.

B : Tidak juga, bisa saja kita menggunakan benda yang ada di sekitar. Apabila kita ingin menjelaskan benda-benda. Misalnya ini apa? Kita bisa menggunakan contoh-contoh benda yang ada di sekitar.

A : Kelas yang paling efektif saat mengajar bahasa Inggris kelas yang mana, Bu?

Maksudnya siswa kelas mana yang mudah memahami materi pembelajaran?

B : Kelas B. Tapi, kalau dijelaskan kelas C juga mudah memahami materi.

A : Tapi kendalanya kelas B (*Tunarungu*) tidak bisa mendengar.

B : Apakah menurut Ibu menggunakan aktivitas seperti gambar (visual) dan bernyanyi (auditory) dalam pembelajaran Bahasa Inggris?

A : Iya efektif. Karena untuk meningkatkan ketertarikan mereka terhadap belajar (Bahasa Inggris). Apalagi kan anak-anak biasanya cepat bosan, perlu kita membantunya tertarik dengan media gambar.

A : Apakah Ibu memiliki modul atau buku mengenai teknik pembelajaran menggunakan media gambar dan bernyanyi?

B : Tidak ada.

A : Pengalaman belajar mengenai mengenai mengenai teknik pembelajaran menggunakan media gambar dan bernyanyi?

B : Ada. Saat kita kuliah kan kita di ajarkan bagaimana menggunakan media visual dan audio.

A : Kalau dari pihak sekolah ini, Bu?

B : Tidak ada. Kan di sesuaikan dengan apa yang saya akan ajarkan dan tema materinya apa, baru pakai media apa. Sekolah tidak mengharuskan. Semua tergantung dengan kondisi kemampuan siswanya.

Daily Interview Questions

1. Do you feel the atmosphere make you enjoy or exhausted?
2. What are the equipment you should have or you prepare before teaching to support you using multisensory technique?
3. What are the activities you applied today?
4. Do you think the activities work well?
5. Do you feel the constraints when use or applied it?
6. What is the constraint you faced in general?

Answer: Part 1

1. the atmosphere were conducive, quite nice and restrained.
- c. -
- d. The activities were I explained about introduction in which how to introduce ourselves to everyone or to our friends. I explained and practice. Actually, there is practice but because of the diversities of some students in this class such as they can not reading. So, I can not force my students to do practice. I asked my students to read who were able to read it depends on the condition and capability of the students.
- e. Yes, the activities were work well, But the student like Widya sometimes she talkactive. Therefore, we have to tolerate with the condition of this student.
- f. There is no constraint about the lesson
- g. There is no constraint because the students are ready when the teacher come in to the class. They started to concentrate in the lesson and they did not play again.

Part 2

1. The atmosphere of class XII C and X C were quite conducive, peaceful and calm. But, the XII C were quite noisy because they are like

making a joke each other. So, that class being noisy. Because their communication was fluent. But, in the lesson case, they were lack of comprehension or did not understand.

2. There is no constraints because mostly the students their intelligence is moderate. But, one of the student lack of understand to the lesson like Sulaiman, he does not understand towards the lesson. But, I guide and explain it to him, the he started understand about it. Even, he does not know what is the text during writing the text.

So, he need a guidance. But, the other students were able did by themselves.

3. The activities I used was writing and the skill is writing for class class XII C and X C.

4. Yes.

5. There are no constraints.

Part. 3

1. Yes, I felt enjoy.

2. I used puzzle in class XII C-1.

3. I used puzzle to give stimulus to them in which they can see the image on the puzzle in order to they interest to it.

4. Yes, the activity used puzzle was efective becaue the students able to comprehend the material.

5. They were able understood to use it but I guided them. So, there is no constraint when applying it because they were comprehend with the instruction.

6. There is no constraint.

Post -Interview

26. What are the constraints that you face when applied the technique towards the special students?

27. What are your reason that you mostly use text (visual) and the skill used is writing?

28. Are there any constraints in the classroom or the facilities in the classroom?

1. The diversities of students' comprehension. For example in Class B just few students did not comprehend to the material. Mostly they were understand the instructions. Also, there are some students in class C that their ability is mild.

2. Because I used it based on the curricullum that there are so many text and depends on the condition of the students. Because I think if I give them a listening task it is imposibble, because in listening there is dialog and then answer these questions, it is impossible I give it to them. In special education, we see the condition of students' ability. So, we can not force use with this media and that media. Even, they were not understand with the text and write the text besides do a dialog (conversation) or games. Also, special education is different with the regular school, for example the classification are different and there is diversities capability.

3. The facility is enough.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Expression Introduction

Class : XI-B

Date of observation : July 31st , 2018

Start time/end time : 09:33 AM – 10:00 AM

Skill : Reading and Writing

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
<ul style="list-style-type: none"> - Expression Introduction - Write dialog 	Visual	✓	<p>(Teaching Media)</p> <ul style="list-style-type: none"> - Whiteboard <p>(MS activities used)</p> <ul style="list-style-type: none"> - <i>Visual activity</i> <ol style="list-style-type: none"> 1. Students wrote down the text of dialog - <i>Auditory activity</i> <ol style="list-style-type: none"> 1. Speaking (interaction between teacher and students) 2. Read the text by rotation
	Auditory	✓	
	Tactile		
	Kinesthetic		

Description	Note/comment
<ul style="list-style-type: none"> • The teacher open the lesson with ask students to pray and greeting to students. • The teacher continue the previous lesson. • The teacher did reinforcement towards the previous lesson. • The students ask students to wrote down the text by saw from the teacher's note about dialog . • The teacher read the text as model. • The teacher ask e ach student to read it. • The teacher guided them to read it. • The teacher close the lesson 	<ul style="list-style-type: none"> • The students can not read well because of their disabilities. But the teacher keep guided them with a little bit "sign language". • The teacher so patient waited students while reading till they finished they read it. • The teacher keep monitoring the students. • The teacher did not use "repetition word" or "drill" to assist them remember it because this class could not hear well what the teacher said. • The teacher only ask students to write and read.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Expression to Introduce

Class : XI-C

Date of observation : August 1st, 2018

Start time/end time : 08:19 AM – 09:20 AM

Skill : Writing and Reading

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
Write down the dialog (Writing)	Visual	✓	(Teaching Media) - Whiteboard (MS activities used) - <i>Visual activity</i> 1. Students wrote down the text of dialog - <i>Auditory activity</i> 2. Speaking (interaction between teacher and students) 3. Read the text by rotation 4. Listening to the teacher's explanation
	Auditory	✓	
	Tactile		
	Kinesthetic		

Description	Note/comment
<ul style="list-style-type: none"> • Teacher open the lesson with pray together and greeting to students. • Teacher did reinforcement. • Teacher wrote down the text in the whiteboard. • Teacher ask students to note the text. • Teacher waiting the students finishing their writing. • Teacher gave time wrote down the text about exercise for the lesson. • Teacher direct translate the meaning of each sentence for students and wrote in bellow of the English text. • Teacher waiting the student to finish their writing. • Teacher close the lesson. 	<ul style="list-style-type: none"> • Teacher able communicate with students with disabilities. • This class different with class B in which they had communication with the teacher. • Teacher sometime use mother tounge (Banjarese Language) when communicate with students. • Teacher using imaginary when teaching and lack of movements or gesture. • Teacher using point toward the text when guide the reading activity. • Teacher using guidebook. • Teacher only using whiteboard • Teacher gave advices to the students. • The class was very calm.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Introduce to People

Class : XII-C

Date of observation : August 2nd , 2018

Start time/end time : 08:15 AM – 09:20 AM

Skill : Writing and Reading

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
<ul style="list-style-type: none"> - The material about introduce to people - Writing - Answer some questions - Reading 	Visual	✓	<p>(Teaching Media)</p> <ul style="list-style-type: none"> - Whiteboard <p>(MS activities used)</p> <ul style="list-style-type: none"> - <i>Visual activity</i> <ol style="list-style-type: none"> 1. Students wrote down the text of dialog - <i>Auditory activity</i> <ol style="list-style-type: none"> 1. Speaking (interaction between teacher and students)
	Auditory	✓	
	Tactile		
	Kinesthetic		

Description	Note/comment
<ul style="list-style-type: none"> • Teacher open the lesson with pray together and greeting to students. • Teacher ask what is the day? to the students. • Teacher wrote down about introduce to people. • Teacher ask students to wrote it in their notebook. • Teacher ask students to fill ... • Teacher ask students to read the text • Teacher explain it. • Teacher close the lesson. 	<ul style="list-style-type: none"> • The athmosphere of this class different with previous class. • Some students more talk-active. • The students in this class consist six students. • The students more gave response to the teacher. • The teacher did not using any movement. • The teacher tolerate to student who with autism who could not write and read. • The teacher guide students to pronounce the vocabularies. • The teacher use whiteboard and write the text. • The material of lesson from guidebook of English. • Sometime, teacher explain by sitting only. • The way she taught relaxively. (as long as the student follow the command to write and answer the questions).

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Job / Profession

Class : XII-C1

Date of observation : August 2nd, 2018

Start time/end time : 09:21 AM – 09:57 AM

Skill : Writing

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
Writing about Job	Visual	✓	(MS activities used) - <i>Visual activity</i> 1. Students wrote down the text about profession by following the dots created by the teacher. (Sight words)
	Auditory	-	
	Tactile	-	
	Kinesthetic	-	

Description	Note/comment
<ul style="list-style-type: none"> • Teacher open the lesson with pray together and greeting to students. • Teacher ask what is the day? to the students. • Teacher wrote structured dots in the students' books about vocabulary. • Teacher ask students to follow the dots in their own books. • Teacher waited the students finishing their writing. 	<ul style="list-style-type: none"> • This class consist six students, but just only four students present. • This class (C-1) have more attention because the level of their intelegence lower rather than other class in SMALB B/C Dharma Wanita Persatuan. • In this meeting, there are no any movements or using MS properly.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Respons Good Bye (Ungkapan Pamitan)

Class : X-B

Date of observation : August 6th, 2018

Start time/end time : 08:33 AM – 10:00 AM

Skill : Writing

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
<ul style="list-style-type: none"> - Respons Good Bye (Ungkapan Pamitan) - Writing 	Visual		<p>(Teaching Media)</p> <ul style="list-style-type: none"> - Whiteboard <p>(MS activities used)</p> <ul style="list-style-type: none"> - <i>Visual activity</i> <ol style="list-style-type: none"> 1. Students wrote down the text of dialog - <i>Auditory activity</i> <ol style="list-style-type: none"> 1. Speaking (teacher explain to students) 2. Students listen to the explanation by the teacher - <i>Kinesthetic</i> <ol style="list-style-type: none"> 1. Gesture/movement of “say good bye (Daah)”
	Auditory		
	Tactile		
	Kinesthetic		

Description	Note/comment
<ul style="list-style-type: none"> • Teacher open the lesson with pray together • Teacher greetings to students • Teaacher ask “ada PR?” (<i>is there any homework?</i>). • Teacher check it out the students’ homework • Teacher gave score and turn it back to students • Teacher explain previous lesson • Teacher continue new topic and wrote down the text of dialog about respons goodbye in the whiteboard • Teacher explain it. • The teacher continue to wrote down the text. • The teacher did checklist the absence list. • Teacher explain the use (function) of this topic and translate it. • The teacher close the lesson. 	<ul style="list-style-type: none"> • Teacher using Indonesian or Banjarese when teaching. • The teacher gave explanation with gesture • The teacher good at guide the students with heartfelt. • In this class, the students could not speak properly so that they were use sign language and gave expression that they were understand. • In this class, the teacher waited the students ready with the lesson. • The students pay attention towards the teacher. • The teacher did not use variation of multisensoryn activities. • In this class, the teacher could not did “<i>drill</i>” the vocabularies because of the students’ disabilities. • The students forgot did/finish their homework so that teacher gave them chance to finish it in the class. • Teacher could not angry with this condition.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Invitation

Class : XII-C

Date of observation : August 9th 2018

Start time/end time : 08:27 AM – 09:20

Skill : Writing

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
- The activity of this class is “writing” about invitation	Visual	✓	(Teaching Media) - Whiteboard (MS activities used) - <i>Visual activity</i> 1. Students wrote down the text of dialog - <i>Auditory activity</i> 2. Speaking (teacher explain to students) 3. The students listen to the explanation of the teacher
	Auditory	✓	
	Tactile		
	Kinesthetic		

Description	Note/comment
<ul style="list-style-type: none"> • Teacher ask student to pray together and greetings to stidents. “Good morning” • Students respond it. “Good morning” • Teacher greeting each student in order to got their attention. • Teacher did brainstorming about invitation. • Students respond their knowledge about invitation. • The teacher wrote down the material about the meaning and the function of invitation. • Teacher explained the topic. • Teacher wrote down the example of invitation. • Teacher closing the lesson. 	<ul style="list-style-type: none"> • The teacher did not use any variation of multisensory activities. • Teacher only gave a command to wrote down the text. • The class noisy, but the teacher could control them.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Profession / Job

Class : XII-C1

Date of observation : August 9th 2018

Start time/end time : 09:26 AM – 10:00 / 10.30 AM – 12:00 AM

Skill : -

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
- Learning about profession using 3D puzzle board of profession	Visual	✓	(Teaching Media) - Using object (3D puzzle board about profession) (MS activities used) - <i>Visual activity</i> 1. Students saw the obvious picture of profession (Policemen, teacher, farmer, doctor, from the 3D puzzle board) - <i>Auditory activity</i> 1. Speaking (the students listen what the teacher said or explained)
	Auditory	✓	
	Tactile	✓	
	Kinesthetic	✓	

			<p>- <i>Tactile</i></p> <p>1. Students could touch the object and organizing the 3D puzzle board</p> <p>- <i>Kinesthetic</i></p> <p>1. Clapping hand (command by the teacher but the students did not follow her).</p>
--	--	--	--

Description	Note/comment
<ul style="list-style-type: none"> Teacher greeting Teacher ask about “<i>what day it is?</i>” Teacher explained about “profession” with 3D puzzle board Teacher ask students to organize the puzzle in which disorganize by teacher. Teacher guide and command them to organize with patient. Teacher continue with writing and created dots in their own book. The teacher ask students to write it out the exercise appropriate created by the teacher . The teacher close the lesson. 	<ul style="list-style-type: none"> Teacher gave students compliment about their comprehension in organized the puzzle. This class very calm and quite Each students have their own unique. In this meeting, just four students present. Students pay attention towards the teacher but their sight not straight away towards the teacher. (because of their disabilities). Teacher good at tolerate her students.

OBSERVATION FIELD SHEET

Name(Teacher) : Yuli Sri Handayani, S.Pd

Theme / Topic : Greeting

Class : X-C

Date of observation : August 9th , 2018

Start time/end time : 11:45 AM – 09:20 AM

Skill : Writing

Lesson/Activity	Types of MS used		Teaching media/ MS activities used
<ul style="list-style-type: none"> - The material about greeting - Write the dialog of greeting 	Visual	✓	<p>(Teaching Media)</p> <ul style="list-style-type: none"> - Whiteboard <p>(MS activities used)</p> <ul style="list-style-type: none"> - <i>Visual activity</i> <ol style="list-style-type: none"> 1. Students wrote down the text of dialog - <i>Auditory activity</i> <ol style="list-style-type: none"> 1. Speaking (interaction between teacher and students) 2. Sing a song (name days) - <i>Kinesthetic</i> <ol style="list-style-type: none"> 1. Gesture (Teacher use gesture and movements when singing a long with students and use some sign language)
	Auditory	✓	
	Tactile		
	Kinesthetic	✓	

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Description	Note/comment
<ul style="list-style-type: none"> • Teacher open the lesson with pray together and greeting to students. • Teacher ask what is the day? to the students. • Teacher did brainstorming about days and then sing a song of name days • Teacher ask students to wrote it in their notebook what she wrote in the whiteboard • Teacher waited all students finishing their note • Teacher close the lesson because the time was over. 	<ul style="list-style-type: none"> • The athmosphere of this class conducive • This class very responsive. • In this meeting, there are vocabularies • Teacher insert sing a song in this meeting







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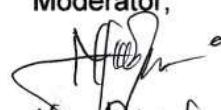
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Fauziah Nur '21
2. N I M : 1401240728
3. Program Studi : TBL
4. Judul Proposal Skripsi : Teacher's Constraints Applying Multi-Sensory Technique
in Teaching English Vocabulary at SMALB B/C Dharma Wanita
Persatuan Banjarmasin
5. Dosen Pembimbing : Dra. Hj. Wardah Hidayat, MA & Raida Ashyikara, M. Pd.
6. Catatan Hasil Seminar : -

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Jawidh : ~ can the technique use on other school ~ why you choose the school ?	1.	Definition of kegytern ~ Di kharanya akan tobe.
2.	Fitri : How choose the criteria for the subject.	2.	Pengertian yang mengarah kepada penelitian kamu.
3.	Faridah = Research Method. ? the instrument.	3.	- teori (chapter II) ~ jangan dimulai dari learning style ~ perhatikan lihat catatan pada Ibu Wardah ~ cek juga Observation dan Interview ~ harus ada guide line.
Ibu Wardah. ~ On background ~ dimulai dari teaching English tahu ini teknik baru ~ can tau kapan ditemukan. ~ Ingin tahu pelaksanaan prosesnya. ~ Review Statement of problem. • bagaimana pelaksanaan. • what are the teacher constrain. ~ Definition of kegytern. Multi-sensory ~ itu technique? strategy? Cari ahli yang mengatakan.			

Banjarmasin, 12 Februari 2018.
Moderator,


Dra. Fauziah Hidayat, S. Pd.

Catatan :
Lembaran seminar ini, diisi oleh moderator



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Fauziah Nur 'Izi
2. NIM : 1401240728
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Teacher's constraints Applying Multi-Sensory Technique
in Teaching English Vocabulary at SMAS Dharma Wanita Persatuan
5. Dosen Pembimbing : 1. Dra. Hj. Wardah Hayati, MA
2. Rulida Aspihana, S.Pd. M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
-	From your background it seems that you want to know how to teach vocab at SMA UBIC by using M.S Technique. If so, Revise your Research questions and your objective	1.	Revise from your background. Try to use simple and direct sentences.
-	Rearrange back.	2.	Focus to : 1. the application of the technique 2. teacher's constraints.
-	Def. of key term	3.	Focus to
-	Revise Theoretical framework.		
-	Revise research method		
	- Subject		
	- Object		
	- Data		
-	Have observations guideline + interview guideline.		

24/5 2018

P..

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong




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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Fauzia Nur Izi
2. NIM : 14012407208
3. Program Studi : PBI
4. Judul Skripsi : Teacher's Constraints Applying Multisensory
Technique Teacher in Teaching English Vocabulary at SMALB B/C
Dharma Wanita
Persatuan
Banjarmasin
5. Dosen Pembimbing : 1. Dra. Hj. Wardah Hayati, MA
2. Raida Aspihana, S.Pd, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
-	Agreed to revise her new title.		
-	Write appropriate background and research question.		
	4/6/18 		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Fauzia Nur '12i
2. N I M : 101240720
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persahan Banjarmasin
5. Dosen Pembimbing : 1. Dra. Hj. Wardah Hayati, MA
2. Raida Ashfihana, S.Pd.M. Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>- Pay attention to your grammar & word choices as well as your technique of writing → consult with your second advisor.</p> <p>- Revise your conclusion</p> <p>- Revise your suggestion be more concise and practical.</p> <p>07/04/2018</p> <p><i>[Signature]</i></p>		

Catatan :

1. Setiap konsultasi, lamaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lamaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Fauzia Nur 'Izi
2. NIM : 140240728
3. Program Studi : PBJ
4. Judul Skripsi : Multisensory Technique in Teaching English
at SMALB B/C Dharma Wanita Persatuan Banjarmasin
5. Dosen Pembimbing : 1. Dra Hj. Wardah Hafah, MA
2. Raida Asphana, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>- Revise minor technique in writing course → space</p> <p>- Bibliography — time new roman</p> <p>- Proceed to exam.</p> <p>18/12/18</p> <p><i>[Signature]</i></p>		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



Yayasan Dharma Bhakti Dharma Wanita Persatuan Prov. Kal-Sel
SMALB B/C DHARMA WANITA PERSATUAN
Akte Notaris No. 41 Tanggal 12 Maret 1998
Alamat : Jl. Dharma Praja RT 17 No. 56 Telp. (0511) 4229543 Banjarmasin 70249

SURAT PERSETUJUAN RISET

NO: 1502/SMALB DWP/VII/2018

Yang bertanda tangan di bawah ini :

Nama : **H.SUBAGYA, S.Pd,M.Pd**
NIP : 195903121984031010
Jabatan : Kepala Sekolah SMALB B/C Dharma Wanita Persatuan

Menerangkan Bahwa:

Nama : **Fauzia Nur 'Izi**
NIM : 1401240728
Jurusan : TBI
Fakultas : Tarbiyah dan Keguruan

Telah kami setuju untuk melaksanakan penelitian pada sekolah kami sebagai Syarat penunjang penyusunan Skripsi dengan judul:

"MULTISENSORY TECHNIQUE IN TEACHING ENGLISH AT SMALB B/C DHARMA WANITA PERSATUAN BANJARMASIN"

Demikian Surat keterangan ini kami buat dan di gunakan sebagai mestinya

Banjarmasin, 10 Agustus 2018
Kepala Sekolah



H. SUBAGYA, S.Pd,M.Pd
NIP.195903121984031010



Yayasan Dharma Bhakti Dharma Wanita Persatuan Prov. Kal-Sel
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Akte Notaris No. 41 Tanggal 12 Maret 1998
Alamat : Jl. Dharma Praja RT 17 No. 56 Telp. (0511) 4229543 Banjarmasin 70249

SURAT TELAH SELESAI MELAKSANAKAN RISET
NO: 1502/SMALB DWP/VII/2018

Yang bertanda tangan di bawah ini :

Nama : **H.SUBAGYA, S.Pd,M.Pd**
NIP : 195903121984031010
Jabatan : Kepala Sekolah SMALB B/C Dharma Wanita Persatuan

Menerangkan Bahwa:

Nama : **Fauzia Nur 'Izi**
NIM : 1401240728
Jurusan : TBI
Fakultas : Tarbiyah dan Keguruan

Yang bersangkutan telah Selesai Melaksanakan Riset di SMALB B/C Dharma Wanita Persatuan Provinsi kal-sel untuk menunjang penyusunan Skripsi yang berjudul :

"MULTISENSORY TECHNIQUE IN TEACHING ENGLISH AT SMALB B/C DHARMA WANITA PERSATUAN BANJARMASIN"

Demikian Surat keterangan ini kami buat dan di gunakan sebagai mestinya

Banjarmasin, 10 Agustus 2018

Kepala Sekolah



H. SUBAGYA, S.Pd,M.Pd

NIP.195903121984031010



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29 Juni 2018

Nomor : 970/Un.14/III.1.t/06/2018

Lamp : -

Hal : Perubahan Judul Skripsi

Kepada Yth.

Sdr (i) Fauzia Nur 'Izi

NIM. 1401240728

Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**TEACHER'S CONSTRAINTS APPLYING MULTI-SENSORY TECHNIQUE IN
TEACHING ENGLISH VOCABULARY AT SMALB B/C DHARMA WANITA
PERSATUAN BANJARMASIN**

Berubah menjadi:

**MULTISENSORY TECHNIQUE IN TEACHING ENGLISH AT SMALB B/C DHARMA
WANITA PERSATUAN BANJARMASIN**

Menunjuk :

1. Ibu Dra. Hj. Wardah Hayati, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Ibu Raida Ashfihana, S. Pd., M. Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik

Ketua,





PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

Komplek Perkantoran Provinsi Kalimantan Selatan
Jalan Dharma Praja II No. 1 Trikora Banjarbaru
website : disdikbudprovkalsel.igo.id

Banjarbaru, 5 Juli 2018

Nomor : 070/1452-Set/Disdikbud/2018
Lampiran : -
Perihal : Izin Penelitian/Minta Data

Kepada :

Yth. Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah Dan Keguruan
Universitas Islam Negeri Antasari
Jl. Jenderal Ahmad Yani Km. 4,5 Banjarmasin

Menindaklanjuti surat Saudara Nomor : B-3726/Un.14/III.1.t/04/2018 tanggal Juni 2018, perihal izin untuk melakukan penelitian di SMALB B/C Dharma Wanita Persatuan Banjarmasin dalam rangka memperoleh informasi/data untuk penyusunan Skripsi, atas nama :

N a m a : **Fauzia Nur 'Izi**
N I M : 1401240728
Jurusan : P B I
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : " Multisensory Technique In Teaching English At SMALB B/C Dharma Wanita Pesatuan Banjarmasin "

Pada prinsipnya :

1. Kami dapat menyetujui dan memberi izin melakukan penelitian di SMALB B/C Dharma Wanita Persatuan Banjarmasin,
2. Penelitian dilaksanakan sesuai prosedur dan norma yang berlaku di SMALB B/C Dharma Wanita Persatuan Banjarmasin,
3. Hasil penelitian harap dilaporkan ke SMALB B/C Dharma Wanita Persatuan Banjarmasin,

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

a.n. Kepala Dinas Pendidikan Dan Kebudayaan
Provinsi Kalimantan Selatan
Sekretaris,



H. Idrus, S.Pd, S.AP, M.Pd.
Penata Tingkat I
NIP 19630501 198703 1 022

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari
2. Kepala SMALB B/C Dharma Wanita Persatuan Banjarmasin
3. Yang bersangkutan

Empeng

CURRICULUM VITAE

1. Name : Fauzia Nur 'Izi
2. Place and Date of Birth : Martapura, 17 November 1995
3. Phone Number : 089691649610
4. Email : fauzianurizi@gmail.com
5. Gender : Female
6. Religion : Islam
7. Nationality : Indonesian
8. Marital status : Single
9. Address : Jl. A. Yani KM 4,5 Komp. UIN Antasari
Banjarmasin, RT.21 No. 78
Kec. Banjarmasin Timur
10. Education :
 - a. SDN Sangsang (Kotabaru Regency)
 - b. MTsN Binuang (Tapin Regency)
 - c. MAN 2 Rantau (Tapin Regency)
 - d. S1 English Education Department of
Tarbiyah and Teachers Training Faculty
of State Islamic University of Antasari
Banjarmasin.
11. Organization : LiDS (Linguistics and Debating Society) Educia
12. Parents
 - a. Father's name : M. Nasir, S.Pd
 - b. Mother's name : Safarida Azizah
13. Sibling
 - a. Brother's name : Ahmad Farid Hafiz