

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter examined the findings of the classroom observation and the results of the teacher interviews. Before explaining further about data presentation, the writer wants to describe the process of collecting data. This research began on July 16th until September 16th, 2018 in academic year 2018/2019.

A. Findings

In this research, the researcher found that each class has different classification of special needs. There are B, C, and C1 class. It means, B for hear impairment, C for mild intellectual disability and C1 for moderate intellectual disability. The English teacher in this study revealed that each special needs students still has their own intelligence. The data of this research are collected from observation and interview.

The researcher observed the teaching and learning activity in the classroom taken eight meetings on July 31st one meeting, August 1st one meeting, August 2nd two meetings, August 6th one meeting, and August 9th, 2018 three meetings.

The researcher did some interviews that divided into three section that were pre-observation interview, daily interview, and post-observation interview. The result of interviews shows the constraints faced by the English teacher in

applied multisensory technique in teaching in SMALB B/C Dharma Wanita Persatuan Banjarmasin.

1. Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin

In this section, the writer describes about the result of the research on the field research that collected by observation and interview. The researcher completely has done the research and got the data from observing eight meetings. The researcher describes about the result of each meeting on the field research to answer research question (1) how does the teacher apply multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan, as follows:

a. First Meeting (July 31st, 2018)

This meeting, in the class of XI-B (hear impairment) the teacher began the lesson with asked students to pray together and then she greeting to each student because the students' could not hear properly. Also, her students answered with inarticulate. After that, the teacher continue the previous lesson with asked students "what is our previous lesson?". But the students did not answer her question. The teacher continue gave an introduction about the lesson and the topic is about the expression of introduction based on the textbook. The teacher direct wrote down the text of dialog from textbook to the whiteboard. After she finished wrote it out when she asked students to wrote down or tracing the text to their own book. The teacher waited her students did write activity by themselves. After students finished it, then the teacher read it and asked students to listen to her. The

teacher asked students to read it one by one. Even though their reading was inarticulate or barrier in reading English text and the teacher guided them patiently. Due to the time was over, the teacher closed the lesson.

In this meeting, the activities of multisensory technique did not apply properly. visual activity. Although, auditory activity included when the teacher asked the students to listen to the pronunciation of words and read it. So, this meeting applied two senses at the same time in a simple way.

b. Second Meeting (August 1st, 2018)

The second meeting in the class of XI-C (mild intellectual disability). This class consists of four students present. In this class, students could hear the explanation of the teacher. So, they were able did communication with their English teacher.

Firstly, the teacher opened the lesson with asked students to pray together. Then, the teacher asked what is the day in Indonesian and then students answered it. The teacher direct wrote the dialog about the introduction in the whiteboard. After she finished wrote it, she asked her students to write the text on their own book. She carries on their teaching activity with explained the topic. Then, she wrote exercises consist of five questions. She direct translated the meaning of the dialog on the bellow of the text. This meeting applied visual activity, the students look to the text and wrote to their own books.

This activity same with the previous meeting in class XI-B. This meeting used visual activity and emphasized to write the text. Also, this meeting used

auditory activity in which the student asked by the teacher read, listened to the teacher's explanation, and did interaction.

c. Third Meeting (August 2nd, 2018)

The teacher started the lesson for XII-C after praying together with greeting students. The teacher asked students "what day it is?" in the Indonesian language. The students answered it that the day is "Thursday". Then the teacher wrote the date in the whiteboard. As usual, this class very different from other class, this class more talk-active. After that, the teacher wrote it down the text about the introduction to the whiteboard. Next, she asked her students to write it and answered it by their selves. The teacher waited the students wrote the text and answered it. Next, the teacher asked students to read it and also explained the topic.

She explained the topic with engaged students to imagine it in real life, also the students tried to comprehend with the lesson by thinking what is the importance of introduction. In this case, the technique help students to comprehend the function of introduction. The special needs students could not comprehend more complex explanation.

Finally, the English teacher closed the meeting. In this meeting, the multisensory technique more emphasized visual activities. Another activities such as auditory activities were not the priority but still used by the teacher that the interaction between teacher and the students.

d. Fourth Meeting (August 2nd, 2018)

The teacher did greeting for her students. The lesson began, the teacher wrote the words about the vocabulary of the profession by using dots in order to her students could write or trace it in their own books. The students did look at the dots then tracing it the concrete words. This activity applied by the English teacher was sight word. The teacher did not explain the material of the lesson. The teacher closed this meeting after her students finished writing. In fact, the students understood enough with the course material based on their responses to the instruction.

Therefore, in this meeting, the researcher did not find new activities of multisensory technique. Because the condition of the special needs students, the students just focus on did trace the certain words on their own books. The situation in the classroom was calm. Also, the multisensory technique does not apply by the teacher well. Because in this meeting applied one activity only, then the obvious thing that the fourth meeting did not use the multisensory technique.

e. Fifth Meeting (August 6th, 2018)

In this meeting, in X B, the activities of teaching are the teacher started the lesson with asked students to pray together and did greeting for her students. And then, teacher ask “is there homework?” in Indonesian language. Then, she checked it out the students’ homework. After students collected their homework, she continues gave a score and turn her students’ book back.

Thus, the teacher carries on explained and reviewed the previous lesson and wrote the text about respons goodbye in the whiteboard. As usual, she asked her students to write it.

Further, she listed the absence of her students while her students wrote the text. Next, she explained the use of this topic used sign language and also the verbal explanation in order to the students listen and comprehend the lesson. In this case, sign language is included in kinesthetic activity in which use hand or finger movements. This movement activity is a part of the multisensory technique. Also, the teacher gave an example the way of saying goodbye with the gesture of wave hand to other people for say “Daaah”. Then, she translated the text of the course material and also closed the lesson because the meeting has done.

Due to the condition of this class is the students have heard impairment. So, the complex activity of auditory impossible to do. Therefore, this meeting emphasized writing skill again and focus on students’ writing than speaking or other activities. So, visual activity, an auditory activity, and kinesthetic activity used in this meeting.

f. Sixth Meeting (August 9th, 2018)

This meeting in XII-C, as usual, the teacher started the lesson with asked students to pray together. Then, some students direct answered it and other students did not answer it. The teacher asked about the previous lesson about the introduction. Some students were able gave respond to their teacher. So, the interaction occurred between the teacher and the students rather than other class,

for example in class B. Next, the teacher did brainstorming about the invitation. For example, birthday invitation, wedding invitation and so on. Her students were ably communicated gave respond again and pay serious attention.

After that, the teacher wrote the translation of the text about invitation card and the example of invitation in the whiteboard following read it in front of her students. The teacher asked and waited for the students to write it. Then, students followed the instruction to write it. After that, the teacher gave a conclusion about the topic. Finally, the teacher closed the lesson.

This meeting applied visual activity only, this activity emphasized to write the text, that included in the visual activity. But, the students listen to the explanation and did interact with the teacher, it could be included in part of speaking in which for auditory activity. Yet, the other activities of the multisensory technique did not use in this meeting.

g. Seventh Meeting (August 9th, 2018)

This seventh meeting, in XII-C1. This atmosphere of this class still same with the previous meeting was very calm. The teacher started the lesson with the greeting, even though there is no students want to answer it. The teacher asked, "what day it is?". But, some students did not answer it and others just shake of the head to give a sign that they did not know. The teacher understand with her students' disabilities. The teacher took 3D puzzle board to assist her to explain about the profession.

The teacher using it for explained the topic because there are some pictures of the profession such as teacher, policeman, farmer, doctor, etc. After the explanation finished, the teacher asked the students to match the 3D picture to the right column. The next instruction was the students touch the object. Then, they memorized all the words of the job based on the puzzle board. Fortunately, they understood how to use it or how to match it, but some students very slow to match it. The teacher keeps guided them patiently. This activity included to tactile activity because of touch the object. The 3D puzzle board is an object that can assist pupils to comprehend the course material. Therefore, when the students touch the object, memorized the word, and see the pictures on the board at the same time was a part of the multisensory technique.

The teacher gave them compliment with asked students to clap their hand. But, students did not appreciate her command. The teacher continues with created dots in each the students' book in order to assist her students to trace the vocabularies about the profession as their exercise. Each student who finished have to collect it to the teacher and then the teacher gave her students score. After that, she closed this meeting.

In this meeting, the teacher applied all activities of multisensory technique such as visual activity, auditory activity, kinaesthetic activity, and tactile activity.

h. Eighth Meeting (August 9th, 2018)

The teacher started the lesson by greeting to students. The teacher did brainstorming about “day” in English, she sings a song of days. The students

follow the rhythm but they could not sing together properly. This activity was a part of the auditory activity, but the song was not the same as the course material. Also, the teacher did movement when singing along to stimulate her students and did sign language in order to the students easy to comprehend her instruction and explanation.

This meeting in X-C in which in this class students could did communication well. After that, the teacher continues with another activity that wrote the text about greeting in the whiteboard. Teacher asked students to write it. This activity was a part of visual activity. Visual activity used in this meeting was so simple, just write the text on the whiteboard and trace to the students' books.

This condition of this class spends a long time because some students writing slowly. Due to their disabilities, some of them could not write the text easily. So that, the teacher did not sufficient time to explain it and the teacher decided to explain in the next meeting. The meeting was over.

In this meeting, the teacher applied visual activity, auditory activity and kinaesthetic. Even though, the activities was still the simple activities due to the condition of the student.

In the final analysis, the multisensory technique was not applied properly in this research. During the application of multisensory for certain meetings, visual activity and auditory activity dominant activities applied by the English teacher. The implementation of the multisensory technique in each meeting was not applying yet various activities appropriate to the previous study.

2. The Constraints Faced by the English Teacher in Applying Multisensory Technique

Firstly, the researcher observed and interviewed the English teacher in each meeting to know what is constraints faced by the English teacher in applying the multisensory technique. Then, the writer describes based on the result of this research in this section.

According to the researcher, there is a constraint faced by the English teacher as a subject in this research that is the teacher did not familiar with the name of the multisensory technique. But, the English teacher knew various activities in which a part of the multisensory technique.

Based on the result of the interview, the English teacher did not a guidebook of multisensory technique. She just followed the curriculum and did the activities by her knowledge. Also, there are no constraints in teaching English faced by the English teacher at the time. The English teacher revealed that the atmosphere of the classroom was conducive. The English teacher felt enjoy when teaching English and the English teacher tolerate towards the condition of her students. Then, the researcher caught that based on the interview the teacher indirectly revealed that the constraints in applying multisensory technique were the diversities condition of the special needs students. As before, the teacher still stated that there is no constraint she faced when applying the activities.

The English teacher stated that the actual constraint was the condition of her students. For example, the English teacher could not apply speaking activity in

class B (hear impairment). Based on the observation, the researcher found the fact that the students of B class have a reading barrier. They were not able to pronounce English words because of their disabilities. Besides, another condition of the special needs students of C class that were they were calm, other students were talk-active (out of topic) during class, some students retarded in comprehend with the objective course, they were not able to comprehend the difficult instructions and so on. Due to those diversities condition of the special needs students, the application of some activities of multisensory technique considered by English teacher

Next, the condition of C1 (moderate mental retardation) students was could not focus on the lesson. They just able did the simple activity and followed the simple instructions. Even, their reaction to the English teacher that was they acted focus on to themselves. This is one of the constraints faced the English teacher when teaching English. Based on the observation in eight meetings, the constraint faced by the English teacher was the diversities of her students' condition.

Furthermore, the teacher stated in the last meeting that the constraint in class C was explained the English text because in teaching English should know the meaning of the text, but they all have good manners.

In conclusion, the main constraint faced by the English teacher in applying some activities of multisensory technique that was the diversities condition of the special needs students. Therefore, the multisensory technique did not apply properly by the English teacher because of that matter.

B. Discussion

In the previous chapter mentioned two specific research questions addressed to this study as follows: (1) how does the English teacher apply the multisensory technique in teaching English in SMALB B/C Dharma Wanita Persatuan Banjarmasin? (2) What are the constraint that are faced by the English teacher in applying multisensory technique?

The researcher will answer these research questions based on the finding of this study in which the data obtained from the observation and interview of the English teacher.

1. The Application of multisensory Technique in Teaching English in SMALB B/C Dharma Wanita Persatuan Banjarmasin

The researcher discuss related to the research questions that are how does English teacher in applying the multisensory technique in teaching English in SMALB B/C Dharma Wanita Persatuan Banjarmasin and what are the constraints faced by the English teacher.

The application of multisensory technique by an English teacher at SMALB Dharma Wanita Persatuan Banjarmasin ifrequently gave a significant atmosphere. Because in this research, the technique lack of facilities and types of equipment to support the English teacher in order to appropriate with multisensory technique. Based on the theory of Najmah (2011), the different activities using visual activity are text or a paper, posters, model, computer, film, video multi-image, color for highlighting, organizing information, or imaginary. In fact, the researcher did not

find out those activities used by the English teacher in some meetings except use text in which written in the whiteboard by the teacher.

The students comprehend the topic by looking at text and reading the text on the whiteboard. So, this activities called visual activity which always used by the English teacher. Whereas, this technique are able to expand and become innovative if some activities such as posters, video and so on used properly by the teacher.

Based on the interview, the teacher stated that the student in class B (hear impairment) cannot hear, it was affected auditory activities could not be applied. Also, Najmah (2011) said that in the auditory activities can use these media they are books on tape, film, video, multi-image media with accompanying video, music, song, instruments, speaking, language games, etc. Meanwhile, these media could not use in that class because of the students' condition.

Most importantly, the technique usually applied using two sensory activities. the technique has many activities to assist the teacher to engage in the students with the lesson. It was observed that the activities of multisensory technique were not all combined each lesson. The activities always applied two senses only. This is to be tangible evidence that being an English teacher in special education is not an easy task. However, this application technique should involve by so many supports or facilities.

Faced with such special needs students with current behaviour and intelligence constraint, there is the consideration of applying multisensory

technique and the school facilities conditionally. If the school already give a stock of facilities aid, it will be better those facilities are used by the teacher to exploit the school facilities related to some activities for this technique. This technique takes a lot of preparation such as teaching media, innovative teaching skills and knowledge about this technique in order to attain the aim of this technique. This technique application needed development facilities.

Based on the theory, links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways of learning. Using a multisensory teaching technique means helping a child to learn through more than one sense (Goyal, 2017). In fact, visual activity and tactile was applied by the teacher that was 3D puzzle board and the board has some pictures related to the topic on one object. It assisted the intellectual disability students comfortable with the lesson. Specifically, the students were happy and understood with the teaching and learning at the time. The activity of tactile able gave a good atmosphere in teaching and learning activity. Tactile activity able assist the teacher in teaching English vocabularies of the job for intellectually disabled students.

Norhidayah (2016) stated based on the principle of multisensory technique that included various of students' senses teaching will be more effective because students mild mental retardation should be given stimulus in forms: verbal, sign, and physical. As Najmah (2011) stated in theory in chapter two, the activities of kinesthetic-tactile are small object, model, clapping, stomping or other movements, a song relates to course materials, dancing, flashcard, and other

learning games. In this research, the tactile used 3D puzzle board as an obvious object. Also, some pictures on the board as the picture in which included to the visual object.

Additionally, if this technique in Class C1 could use 3D puzzle board, in second chance, the researcher gives recommend to do other activities of multisensory technique that is use sand or playdough in a way make a word related to the lesson. So, the student would feel the alphabet by fingering in order to they to memorize based on touch to the concrete object easily. Also, they can comprehend it not limited to use a pencil or pen only. Tactile activities will enhance comprehension for special students. The multisensory technique is amendable related to the condition and the course material.

Najmah (2011) said that part of multisensory technique such as a small object, modeling course material, clapping, stomping or other movements, a song relates to course materials, dancing, flashcard, and other learning games are kinesthetic activities. In this research, the activity used by the teacher sang a song of days song before start the actual topic or the material.

Using multisensory teaching techniques may help teachers build on the students' strongest learning modes while still addressing the weaker ones thus allowing students to have success in word acquisition (Ashbaugh, Multi-Sensory Techniques in Spelling Instruction: An Action Research Study for Students with Dyslexia, 2016).

This technique has to get awareness by some parties in concerned to special education in Banjarmasin, South Kalimantan. The information of multisensory technique has to widespread. Because, this technique encompassing some senses that are visual, auditory and kinesthetic-tactile. These are very important because this technique expecting to facilitate meet diversities of students' needs while learning process in the classroom.

According to Van Der Putten et al (2011), as cited in Ureno (2012), special needs students can create a challenge for teachers who are generally unfamiliar with children that have complex needs that comprise not only developmental but also a wide range of health needs.

According to Goyal (2017), using a multisensory teaching technique means helping a child to learn through more than one sense. According to Bradford (2008) as cited in Ureno (2012), the best teaching method is to involve the use of more of the child's senses, especially the use of touch and kinesthetic movement will give the child's brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones. Movement such as tracing or running fingers through sand to make words helps connect the brain to the word which written. These connections help special needs students to memorize the important skills needed to master the curriculum.

In addition, the teacher explained that she was not using any activities because of the following the curriculum and guidebook. The guidebook consists

texts, so it was influenced her did the activity in which mostly aim to skill of writing.

In conclusion, there are some common activities of multisensory technique applied by the English teacher in this special need education. The activities which included in multisensory technique applied in some meetings. But, some activities applied in this research not in exact accord yet with previous studies yet. Also, the same activities applied in each meeting. Therefore, this research got inadequate information and below expectation about the application of multisensory technique.

2. What are the constraint that are faced by the English teacher in applying multisensory technique

According to the researcher, the bigger constraint is the condition of the special students whom even though in the same group and class but there are differences of them who made this technique did not apply properly, multisensory technique not master yet by the English teacher in this special need education, also lack of facilities and information about multisensory technique. Likewise, Rosenberg (2015) added the information that Orton-Gillingham is also used with students who possess significant acquisition difficulties in the areas of reading, spelling, and writing (Academy of Orton-Gillingham, 2012). Hence, multisensory technique able to assist pupils who were difficult in the area English skills.

The application of multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin did not show yet various activities.

So that, the researcher could not give information related to various activities on multisensory technique. Therefore, this study needs development study related to this technique to inform more about this technique. Also, this research can be amendable in the future in order to the information or knowledge about multisensory technique and do not stop in this research only. Additionally, the multisensory technique is an ideal technique if the application related to the previous study or more innovative than before. Then, multisensory will get attention in order to increase the quality of the education system in Indonesia especially in teaching English in the future.

According to Van der Putten, (2011), as cited in (Ureno, 2012), special needs students can create a challenge for teachers who are generally unfamiliar with children that have complex needs that comprise not only developmental but also a wide range of health needs. Mohammadain (2016) as cited in (Moustafa & Ghani, 2016), said that teaching English to intellectually disabled students is more complicated than teaching it to normal EFL.

Some students have diversities disability. So, the teacher could not force them to learn English if they were not able to comprehend the lesson because of their disability. Therefore, this technique in this research could not help every student in *SLB*. Also, all results were same because the activities used by teacher approximated same. During the application in the classroom, various activities from four senses of multisensory technique were only once applied by the teacher. Even, there is one meeting did not use this technique because only focus on one activity that was visual activity.

The teacher stated in the last meeting that the constraint in class C was explained the English text because in teaching English should know the meaning of the text. According to Mohammadain (2016), as cited in Moustafa & Ghani (2016), the students of intelligence disabilities have difficulties in the language class.

Even though the previous study stated that this technique was good. But, the application of this technique was not easy. The English teacher have to prepare the teaching media, there are facilities by the school, related object, the suitable course material, and so on. In reality, based on the observation, the types of equipment did not prepare by the teacher properly. Therefore, the multisensory technique did not give many contributions in this research because of the constraint faced by the English teacher in this study.

The weakness of this research is this study did not find various constraints faced by the English teacher in applying multisensory technique in special need education. Because of the some activities as the recommendation in previous studies did not apply all by the English teacher. Therefore, this research needed developing information and knowledge about multisensory technique in the future.

In summary, multisensory technique involves visual, auditory, kinesthetic, and tactile activity in teaching the lesson. It will be good if all English teachers are able creative and innovative in combine some activities which a part of this technique to assist the teacher to achieve the actual aims in teaching English at

special needs education even at regular school. In fact, this not only depends on the technique but also teacher's proficiency towards the application of technique and eager to prepare the teaching media as the recommendation in previous studies in order to they can make the technique which they use will work properly.