

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion. The findings design to answer the research problem whether what technique were used by Yuli S. Handayani and the application of the technique that she used in teaching English. The section covered the technique that the teacher used during the teaching and learning activity in the classroom and the process of teaching and learning English, the application of the technique in teaching English. The discussion designed to discuss the findings which were also about the research problem.

A. Findings

There are two statements of problems that have to be answered on this research. The first problem is about what technique the teacher used in teaching English and the second problem is the application of the technique the teacher used in teaching English. The data of this research are collected from observation and interview. The observation is used for collecting the data for SMALB in six classes from class X, XI, and XII B and C which is *Tuna Rungu* and *Tuna Grahita* that the numbers of the students in total were 26 students, 14 male students and 12 female students, and the interview with the teacher of English in SMALB. The research observation began on Monday October 5th 2015 until Tuesday December 1st 2015 while the interview with the teacher was on Tuesday November 24th 2015. For the detail of the observations and interview will be discussed on the following paragraphs.

1. Observation

The observation to find technique the teacher used in the classroom and the application of the technique were described by the process of teaching and learning English during the observations which were done by twelve meetings. They were held in class X, XI, and XII B and C or *Tuna Rungu* and *Tuna Grahita*.

Table 4.1 Observation Schedule

No	Date of Meeting	Time	Class
1	Monday, October 5 th 2015	11.30 a.m. – 12.30 a.m.	XII B Tuna Rungu
2	Tuesday, October 8 th 2015	08.30 a.m. – 09.30 a.m.	XII C Tuna Grahita
3	Monday, October 12 th 2015	08.30 a.m. – 09.30 a.m.	X B Tuna Rungu
4	Thursday, October 15 th 2015	09.45 a.m. – 11.15 a.m.	XI C Tuna Grahita
5	Monday, November 16 th 2015	09.45 a.m. – 11.15 a.m.	X C Tuna Grahita
6	Tuesday, November 24 th 2015	11.30 a.m. – 12.30 a.m.	XI B Tuna Rungu
7	Tuesday, November 26 th 2015	08.30 a.m. – 09.30 a.m.	XII C Tuna Grahita
8	Tuesday, November 26 th 2015	09.45 a.m. – 11.15 a.m.	XI C Tuna Grahita
9	Monday, November 30 th 2015	08.30 a.m. – 09.30 a.m.	X B Tuna Rungu
10	Monday, November 30 th 2015	09.45 a.m. – 11.15 a.m.	X C Tuna Grahita
11	Monday, November 30 th 2015	11.30 a.m. – 12.30 a.m.	XII B Tuna Rungu
12	Tuesday, December 1 st 2015	11.30 a.m. – 12.30 a.m.	XI B Tuna Rungu

a. Observation 1

Monday, October 5th 2015 was the first observation the researcher took the research observation which was held in XII B *Tuna Rungu* that the class began was at 11.30 am until 12.30 am. The total students of this class were 9 students which consist of 6 male students and 3 female students. The material they discussed that day was about '**adverb of frequency**'. In this meeting before the teacher came, the students were busy talking on their own with their friends here and there, but after the teacher and the researcher came, the class was in controlled during the teaching and learning activity.

In the pre-activities, the teacher opened the class by greeted the students in form of *salam* which was spelled *Assalamu'alaikum* and followed by a 'good morning' which was responded by few students in the class due to did not hear or did not understand what the 'good morning' was. For that reason the teacher started a warming up by telling what 'good morning' and other greeting like 'good afternoon' and 'good night' were, with the meaning and the time when to use the good morning, good afternoon, and good night.

After the warming up followed by brainstorming, it was by asking some questions which was related to the material that would be discussed on that day. The material was about 'Adverb of Frequency', the teacher asked by using Indonesian language and the question was like '*what is adverb of*

frequency?', 'do you know what adverb of frequency is?'. When she saw there was no response from the students, the teacher informed the material that they would be discussed that day.

In the while activity, first, the teacher wrote the material or about 'adverb frequency' on the whiteboard in detail such as the meaning, words that usually in adverb of frequency, and the examples. While the teacher wrote the material on the whiteboard in front of the class, the students followed the action by copying what was on the whiteboard to their own book and the teacher checked the students one by one as she walked in them from the front until the student who sat behind to see if they wrote what she has written. After the students finished their writing, the teacher gave a signature to the students' writing when she saw the student has written all the material from the whiteboard.

After finished giving a signature to the students writing, she began to explain the material from what she has written. She also gave another example about adverb of frequency related to their everyday life aside from the examples from the whiteboard, the examples were what they usually do, or what they familiar with so that the students can understand easily what the teacher was trying to say, such as:

Kalian pernah minum kopi kan?

*Nah kalau dalam adverb frequency, kita ambil contoh 'always' yang artinya **selalu**, jadi contohnya;*

“Luhur selalu minum kopi” atau dalam Bahasa Inggris ‘Luhur always drinks coffee’

‘Always’ itu artinya ‘selalu’, jadi ‘selalu’ atau ‘always’ itu termasuk ‘adverb of frequency’

Besides giving some familiar words as the examples, the teacher did some sign language in explaining the material to the students in order to make the students understand easily to what the teacher meant. Other than that, the teacher also told some vocabulary meanings from what she has written from the whiteboard in calm and caring way in order to make the students gained some new vocabularies without feeling suppressed.

After the teacher finished explaining the material, she gave some exercises to the students about ‘adverb of frequency’, and before the students started to do their tasks, she explained how to do or how to answer the questions, the ways in answering the exercises. Due to the students’ seats were already separated, the teacher were not asked the students to separate their seat anymore, and she was easy to paid attention the students if they did their exercise on their own.

In the post activity, due to the time was already ended, the teacher made their exercises which were not finished yet to be their homework they did in their house. After that, the teacher closed the lesson and ended the class by praying together and ‘salam’ or *“wassalamu’alaikum wr.wb.”*

During the class room activity, the technique that she used in teaching English was Transcription. She applied it by writing the material on

whiteboard and the students followed her action by writing the material on their book so that the material they had been learned not fully forgotten.

b. Observation 2

The second observation of this research was on Thursday, October 8th 2015. The researcher observed in the class XII C *Tuna Grahita* which was held at 08.00 a.m. until 09.30 a.m. In class XII C the numbers of students of this class were 6 students which consisted of 2 male students and 4 female students. That day, when the teacher came to the class and the students greeted her in friendly and loving ways like “*Hai ibu, apa kabar bu?*” and the teacher responded them in caring and loving ways. That day, the class learnt about ‘**Things of Class**’.

In the pre activity, the researcher found that the teacher opened the class by greeting the students by ‘*assalamu’alaikum*’ which was followed by saying ‘*good morning*’ and ‘*how are you?*’ to the students that the students remained silent due to they did not understand what the teacher meant.

Due to the reason the students were not responding, the teacher started warming up by did a little explanation about what good morning was, when to use it, and how to respond to it. After the greeting, she set the day and date of the meeting and asking the students about the English translation of days and number. Due to the meeting was on Thursday the eighth, the teacher questioned about what “*kamis*”, and what ‘*delapan*’ in English words.

After greeted the students, the teacher did brainstorming which was asking some questions related to the material, which was about things of the class. She asked about what things that exist around them began to tell what the material was about.

In the while activity, after the teacher told the material the students, the teacher asked the students to mention several things around the students in the class which were they could see thus the teacher wrote the things that the students mentioned on the whiteboard in front of the class and translated it together into English language.

As the vocabularies were done mentioning and writing, the teacher asked the students to read together the vocabularies on the whiteboard while the teacher guided the students reading the vocabularies, the teacher read the words one by one from the whiteboard and the students repeated what the teacher said until all the vocabularies were all read, it repeated several times until the students seemed good enough with their pronunciation.

After done reading, the teacher did some questions and answer to the students about 'things of class' or the vocabularies from the whiteboard. The questions and answer related to the things that were usually exist in the classroom or the things that usually brought by students to the class, for example the questions like "*Apa bahasa inggrisnya meja?*" and "*apa bahasa inggrisnya kursi*" and from that the students answer the teacher by giving the translation of the word "*meja*" and "*kursi*". When the teacher found the students could not responded to what the teacher questioned, the

teacher then asked the students to searched the vocabulary on the dictionary that the teacher taught how to open the dictionary first to them due to the students did not know how to find or how to use it.

In asking the questions to the students, the teacher pointed the things of the words for example: "*ini apa* (pointed at an eraser)" and the students quickly answered "*penghapus*". "*penghapus itu bahasa inggrisnya 'eraser', ayo apa tadi 'eraser?'*" then the students answered what the teacher asked. After three or four vocabularies the teacher asked, the teacher asked the same vocabularies she has mentioned, like the eraser, to see that the students memorized it or already forgot the vocabularies she has taught.

After reading, and did some questions and answers, the teacher let the students to write the material or the vocabularies from the whiteboard to their own book while the teacher walked in them to see if they did what the teacher asked. After the students finished with the writing, the students handed their writing to the teacher for the signature to claim that they already wrote it.

In the post activity, when time was over or to be exact it was already 09.30, after the teacher gave the signature, she closed the meeting and ended by saying '*wassalamu'alaikum wr. wb.*'"

There were three techniques the teacher used in this meeting which were repetition drill, questions and answer, and transcription technique. Where in the repetition drill the teacher read the material and the students repeat what she has said. In the questions and answer the teacher gave some

questions that the students should answer them, the questions and answer were aimed to add the students vocabularies, and the other technique was transcription which the teacher wrote the material on the whiteboard that at the end of the all activity the teacher asked them to copied or wrote the material on their book.

c. Observation 3

On Monday, October 12th 2015 was the third observation the researcher observed at SMALB, the teaching and learning English was begun at 08.30 a.m. until 09.30 a.m. that the class was held in X B *Tuna Rungu*. The total students of X B class were 2 students which the both were males. That day, the topic on that meeting was “**Expressing Care**”.

In the pre activity, the teacher opened the class by ‘*salam*’ or ‘*Assalamu’alaikum*’ to indicate the class was begun. Since it was the first subject of the day, she asked all the students to take a pray together that led by the teacher. After the prayer was done, she greeted the students by English greeting or by saying ‘*good morning*’, then followed by asking the students’ condition. When she greeted the students by the ‘good morning’ she asked them how it supposed to answer when people greeted good morning, afternoon, and night, and at this point the students was stunned of how to responded to what the teacher said and this case the teacher gave the lighten by explaining them what are good morning, afternoon, and night and how to respond to them, the teacher was also asked the previous material they had had learnt and reviewed a little remembering what they got in the

previous meeting which the material was about 'Part of Body'. It was the warming up before the teacher went to the brainstorming.

In the brainstorming, after the reviewed was done, she asked several questions to the students, like: if they have ever helped their friends when they friends have had problems, how they usually expressed their care to their friends, and some other similar questions. The students responded by nodding their head a few times and giving her their full smile and the answer, then after the little questions and answer to the students, she told the students that 'Expressing of Care' was the material they discussed that day.

The while activity, where the students had their handbook they kept as their own and with that the teacher did not write the material on the whiteboard as she usually did in the other classes. Here, first, the teacher asked them to open their handbook and the teacher began to explained the detail of the 'expressing of care' and give them some examples of how people react over someone who needed some helps, and some expression of how if we needed helped, etc.

As the explaining session was done, the teacher asked the students to read a dialogue from the handbook they had which was contained by two people and fortunately the students of this class were two students. Before the students read the dialogue, the teacher read it till the end of the dialogue in order to be an example. After that, the students read it based on the character they got which was led by the teacher while the students repeated what she had said from reading the dialogue.

In the post-learning activity, after the reading or repetition the teacher asked the students if there were still some point they did not understand or confused they could ask the teacher about, after that conclude the material they learnt that day and gave some motivation to the students to study harder. The teacher ended the class by saying '*wassalamu'alaikum*' and '*see you next time*'.

In this meeting, the researcher found that the teacher used repetition drill to teach the students which she applied it by reading the material first by herself in order to be an example and asked them after she finished, to read based on the character they got from dialogue on the textbook. The teacher guided the students in reading the dialogue and the students repeat what she said or what on the book written.

d. Observation 4

The fourth observation of the research was Thursday, October 15th 2015 which was done in XI C *Tuna Grahita* and the class began at 09.45 a.m. until 11.15 a.m. the numbers of students in class XI C were 4 students contained of one male student and 3 female students. The topic they faced in that meeting was '**Clothes**'.

In pre activity, the teacher opened the class by greeting the students by '*assalamu'alaikum*' and 'good morning' that the students responded by silent thus seeing this situation, the teacher explained the greeting of the good morning and the other greeting such as good afternoon and good night. After the explanation was done, the teacher did brainstorming.

In the brainstorming, the teacher asked some fresh questions to the students in Indonesian language which in English sound: *'do you many clothes in your home?'*, *'what kind of clothes do you have the most?'* and any other similar questions that the students answered enthusiastically. The teacher also asked questions like *"nah, jadi apa pembahasan kita hari ini? Siapa yang tau"* and the students replied by *"Baju kah, bu?"* and the teacher clarified *"pakaian atau clothes"*.

In the while activity, after she did the brainstorming, she asked the students to mentioned some clothes that people usually used so that the teacher could write it on the whiteboard, after all the vocabularies in Indonesian language are mentioned, the teacher and the students translated it into English language. The teacher also asked the students to write the vocabularies that had been written on the whiteboard on their note-book. After the writing was done, the teacher gave signature to the students' handbook.

The teacher asked the students to read the vocabularies that were written on the whiteboard after they writing were done given the teacher's signature, while the students paid their attention to the whiteboard of what the teacher read, she read the vocabularies slowly so that the students could follow what vocabularies she read. The teacher read all the vocabularies from the board one by one and the students followed her after each word she said.

As the teacher finished reading, the teacher asked each student to read the vocabularies loudly so that the other students could hear what she/he read, when the teacher found the students had difficulties in reading the words, she helped she/he to the correction. Even if the students seemed to have struggle in reading they seemed to enjoy following the teacher reading because when the teacher finished reading some of the students asked some questions of how to read the word for example 'shorts' (the word on the whiteboard) "*bu, itu yang celana pendek, tadi bagaimana cara bacanya, bu?*" and the teacher then guided student to reread the vocabulary of the '*celana pendek*' or shorts.

After that the teacher asked the students to read and memorize the words on the whiteboard and she gave them time to remember the words around one or two minutes after that she asked them the words or vocabularies they had already read and memorized to see either they remembered or still could not process it.

In the post-learning activity, the students are given homework by the teacher about 'clothes' or the material they have learnt that the homework was matching the pictures with the words. The teacher explained to the students how to answer or the way the students should answered the exercises. After giving the homework, the teacher closed the teaching and learning activity by "*wassalamu'alaikum wr. wb*" and "*see you next time*".

The techniques the teacher applied in his meeting were transcription, repetition drill, reading aloud and memorization.

e. Observation 5

Monday, November 16th 2015 was the fifth observation which was held in class X C *Tuna Grahita* at 09.45 a.m. until 11.15 a.m. Total students of this class are 4 students consist of 3 male students and one female student. The material that day was about '**Animal**'.

In the pre activity, the teacher opened the class by greeting or saying '*assalamu'alaikum*' and followed by '*good morning*' which replied good morning too by the students. After greeting the teacher asked some questions related to the material like '*do you like animal?*' '*what kind of animal do you like?*' and the students responded her enthusiastically by variety of answer. After the little questions and answer to the students, the teacher then told the students what material they discussed on that day.

In the while activity, the teacher did was asking the students to mention some words or vocabularies about animals like what animals exist in the universe from animals in the land, water, and sky. The teacher was together with the students mentioned them then wrote it on the whiteboard so that the students could copied them in their note-book. The students seemed so excited to the questions and answers the teacher did because the teacher was so caring and friendly and the material was also matching with their liking. The teacher asked to mention and also translated the words into English language together with the students.

Teacher : *coba Kiki (rifki) apa bahasa inggrisnya kucing*

Rifki : *cat bu.*

Teacher : *iya, coba apa lagi?*

Ari : *anjing bu.*

Teacher : *ayo Ari, apa bahasa inggrisnya anjing?*

Ari : *dog bu.*

The questions the teacher gave or the Indonesian words for them to translate were easy questions that familiar to them or usually appeared on TV they watch like dog, cat, sheep, etc. The vocabularies they mentioned and translated then copied to their book that the teacher was not giving them time to how long they wrote they wrote.

After the students finished their writing the teacher asked them to sing together which the teacher led them. The lyric was the vocabularies they have been mentioned while ago. The teacher asked the students to sing the song as the teacher had already sung it first, which the students enthusiastically did what the teacher asked. After the singing activity was done, the teacher then asked the students to read the vocabularies from the whiteboard in repetition ways, the teacher read the words first and the students followed the teacher to read what the words on the whiteboard.

In the post-learning activity, the teacher gave homework to the students about animals. The homework was some Indonesian vocabularies about animals that they were not mentioned which they should translate it

into English language. After giving homework to the students, the teacher ended the class by *salam* and said “*see you next week*”.

f. Observation 6

The sixth observation the researcher took the research was on Tuesday, November 24th 2015 at XI B *Tunna Grahita*, The class began at 11.30 a.m. until 12.30 a.m. the numbers of students in XI B are 2 students which the both of them are female. That day, only one student attended to the class which the other was sick because an accident. The material they discussed was about ‘**Expressing Likes and Dislikes**’.

In the pre-activity, the class started by the teacher greeted the students by ‘*assalamu’alaikum*’ and ‘good morning’ which answered by the students by ‘*Wa’alaikumussalam*’ and good morning too. After greeted the students the asked the previous material and gave some review as a warming up. After warming up the teacher did brainstorming by asking some questions about material they would be discussed that day.

In the while activity, after she did the brainstorming, she wrote the material about ‘Expressing Likes and Dislikes’ on the whiteboard contained of the definition and the example of the expression. As the teacher finished writing the material, she then explained to the students about ‘Expression Likes and Dislikes’ in detail. The students listened what the teacher explained intensively and nodded that they understood. The teacher gave some examples of likes and dislikes about actress like *Julia Perez* and *Laudya Sintya Bella* to take the students attention, and the

students seemed to enjoy with the idea. The teacher also did some interaction or questions and answer to the students with the student about likes and dislikes, what artist she likes and dislikes, there were also questions like whether she has a crush on someone or not, etc. after the questions and answer session was ended, the teacher then let the students to write the material she had written on the whiteboard to the student own book.

In the post-learning activity, the teacher gave homework to the student and about likes and dislikes where the questions of the task were from the handbook. After that the teacher concluded the material they discussed that day and gave some motivation to the student to study harder. The teacher closed the teaching and learning activity that day but before they went home, the teacher asked student to take a pray and let the student left the class after they finished it.

In this observation, the researcher found that there are two techniques the teacher applied in teaching English, they are transcription and questions and answer. The technique transcription technique she did was by writing the material on the whiteboard and explained about it after she finished writing it. She let the student to write the material after the activities were nearly ended. The other technique was questions and answer, where in this technique the teacher asked several questions related to the material and some other questions were only entertained questions.

g. Observation 7

Thursday, November 26th 2015 was the seventh observation the researcher took the research. It was held in XII C *Tuna Grahita* that the class was started at 08.30 a.m. until 09.30 a.m. The total students of this class were 6 students which consisted of 2 male students and 4 female students. The material they discussed in this meeting was about '**Animals**'.

In the pre-activity, in this meeting the teacher opened the class by greeting the students by '*assalamu'alaikum*' and '*good morning*', then followed by asking students condition. After greeted the students, the teacher set the day and date in that meeting and wrote it in two language, English and Indonesian language. before the teacher wrote the day and date on the whiteboard, she asked the students of what '*kamis*' is in English and the students could not answer the teacher's question so the teacher started to tell the students of what '*kamis*' is and also the other days. Besides asking days, the teacher also asked the students what date was that day and asked what 26 was in English as well as the November in English language. After about less than a minute, the teacher then did a little review of what material they had the previous meeting and re-explained to the students In case they forgot of what they have learnt.

After a little review, the teacher did brainstorming and began to ask some questions about animals. There were several pictures on the wall about animals and the teacher asked them what animal on that picture was and asked them if they knew the English words for the animal in the picture was.

After that the teacher asked the students whether they knew what topic they would discuss that day.

In the while activity, the teacher asked the students to mention animals they knew that exist and she wrote it on the whiteboard. While she wrote the material, she asked them to copy what she wrote because the students in that class were very slow when it came to the writing. After finished with the words or the vocabularies the teacher then asked the students to read all the vocabularies together where the teacher as the guide. The teacher read the vocabularies one by one and the students repeat it after her. The repetition was done around three times to assured that the students could pronounce it good enough and they could remember the words and the translation.

After that the teacher asked some questions about the words that were actually displayed on the whiteboard, but the students did not bother to peek the words the teacher wrote. The questions the teacher were the easy words.

In the post-learning activity, the teacher gave some motivation to the students to study harder and closed the class by *salam* and *see you next week*.

The technique the teacher applied in this meeting were three technique, they were Transcription, Repetition, and Questions and Answer technique.

h. Observation 8

In this observation, the researcher observed on Monday, November 26th 2015 in XI C *Tuna Grahita* that the class was began at 09.45 a.m. until

11.15 a.m. Total students of this class are 4 students consist of one male student and three female students. The material that discussed that day was about '**Fruits**'.

In the pre-activity, the teacher greeted the students by *salam and 'good morning'* and asking the students condition, the students responded by good morning also and tell that they were all fine. In this meeting the researcher saw that the teacher asked the students about their previous material which the material was about 'Things around the Class'. The teacher asked them whether they remember the material or not, and the later the teacher gave a review to the students because they did not remember any vocabulary they have learnt. She asked what the English word of *meja, kursi, lemari buku*, etc. and they gave the answer by the answer '*I do not know*' in the end the teacher taught them how to open dictionary and find the words that they searched and answered it right afterwards as they found the word they searched.

After the review, the teacher did brainstorming. The teacher asked the students several questions like if they have some fruits in their house, how often did they eat fruits, and what fruits they like the most. The teacher then asked them what topic they discussed that day and the students answer them by saying '*Buah*'.

In the while activity, the teacher tried to have communication to the students by asking students more questions about fruits, what fruits they know, they like and they eat the most. In this activity the researcher saw that

the students was interested in this kind of conversation they have with the teacher asking some questions and asking back, that they did not afraid to utter what they want to say. The students and the teacher were also have the conversation that the language they used was Banjarese because all of the students were Banjarese and with the way they use the language the teacher and the students were more get closer and comfortable.

Bu, ulun suka Hampalam bu ae

The teacher then wrote '*mangga*' on the whiteboard and that went on until 27 words. When the teacher and students were already done mentioning the words, she asked the students together to translate the words into target language or English language. All the vocabularies that has been translated then read together by the students, the teacher read the vocabularies and the students follow afterwards. The researcher also found that after the reading the teacher did questions and answer to the students from the same vocabularies on the whiteboard the students had to answer;

Ayo apa tadi apple bahasa inggrisnya?

From this, the students tried to find the vocabulary the teacher asked them and answer it immediately when they found it. Some vocabularies had been memorized by the students which the words actually similar to English such as avocado, salaka, pear, durian, rambutan, etc. The vocabularies the teacher wrote while did the questions and answer was copied by the students on their book.

In the post-learning activity, the teacher gave the students homework before the class ended and closed them by saying '*salam*'.

In this meeting, the techniques the teacher applied were Transcription and Questions and Answer.

i. Observation 9

The ninth observation was on Monday, November 30th 2015, in X B *Tuna Rungu*, the class started was at 08.30 a.m. until 09.30 a.m. total students of this class are 2 students where the both of them are male students. The topic they discussed that day was about '**Announcement**'.

In the pre-activity, the teacher greeted the students as she always did by '*salam*' and 'good morning' and also asking 'how are you today' to know about the students condition that day. After that the teacher asked the students about the previous material and reviewed it a little.

In the brainstorming, after the review, the teacher asked several questions in Indonesian language to the students about the material that they would be discussed on that morning such as 'have you heard an announcement before?' 'what kind of announcement they have heard' and where they usually found the announcement. In the end, the teacher told the students what material that they would be discussed and then asked them to open their handbook.

In the while activity, after brainstorming, the teacher did was explained about 'Announcement' in detail of was announcement was and where they could find the announcement. There was short text of

announcement from the handbook, and the teacher asked the students to read the text but before they read, the teacher read it first where the students listened what the teacher read. The students got the opportunity to read when the teacher was done reading. When the students reading, the teacher lead them by reading it again which the students repeat what the teacher read.

In the textbook the students were reading, there were some exercises where teacher asked them to answer. The teacher gave the instructions to the students of how to answer them, or how to get the answer the test which were actually they could find them in the text they had read. The text was translated by the teacher to make students easier and so were the questions of the exercise.

In the post learning activity, when the time was over before the students was done finishing their exercise, the tasks they were doing became a homework for them to did it in their house. The teacher closed the teaching and learning activity after she gave the homework by '*salam*' and allowed the students leaving the class.

j. Observation 10

The tenth observation was held in X C *Tuna Grahita* which the class started at -09.45 am until 11.15 am, on Monday, November 30th 2015. Total students of this class were 4 students consist of 3 male students and one female student. The topic that discussed that day was about '**Pronunciation**'.

In the pre activity, teacher opened the class as she usually did, by ‘*salam*’ and ‘good morning’ then followed by ‘*how are you doing?*’ to see or to know that the students were doing grate. After the little greeting, the teacher then asked the students about the previous material the teacher had been taught, and gave them a little review of the previous material which was meant to be ‘Thanking’, and did some brainstorming to stretch the students brain before they started learning by asking various questions about what they would they discussed that day and the material they would be discussed were announced by the teacher after she gave the questions which was about ‘Pronunciation’.

The teacher then moved to the next activity after she gave the information about what the material they would discussed that day by wrote it on the whiteboard in front of the class and asked the students to copied what she had written on their own book. After she was done writing, the teacher explained what pronunciation was, and gave some examples of words with the pronunciation. There were plenty vocabularies on the whiteboard she had written along with the pronunciation beside the words and asked the students to read the vocabularies together to know how they were sounds. The teacher read the vocabularies one by one and as she finished reading it, she asked them to read the vocabularies which she led them and the students followed what she had said or read. When reading the vocabularies on the whiteboard, the teacher founded some students read it wrong, she then corrected them of how it supposed to be sound.

After they finished reading, the teacher once again explain what pronunciation was to them and re-read all the vocabularies once again by she reading it and the students repeat what the teacher said and paid their attention to the whiteboard at the same time to know where or what they read.

In the post activity, when the time was up not long after they read all the vocabularies with that the teacher closed the class meeting and let the students leaving the class.

k. Observation 11

The observation the researcher took the data was on Monday, November 30th 2015 at 11.30 am – 12.30 am in XII B *Tuna Rungu*. The total students of this class were 9 students which consist of 6 male students and 3 female students. The material that day was about '**Expressing Love**'.

In the pre activity, in this meeting the teacher greeted students as she always did, greeted by '*salam*' and 'good morning' which followed by asking students condition 'how are you?' The moment the teacher finished greeted the students, she asked the students to hand their homework which they said their homework was had not finished yet and ended by checked it together. As the teacher and the students finished checking the homework, the teacher then asked the students some questions about something they would discuss as a brainstorming. The material that day was about '**Expressing Love**'.

In the while activity, the teacher did was writing the material about 'expressing love' on the whiteboard and the teacher followed the action by writing on their book. She wrote some expression of how expression love should be, the example from the whiteboard was 'I fall in love with you', and there were still many other examples.

The teacher explained the material she had written on the whiteboard to the students after she finished it. In explaining the material, the teacher did some sign language to make the students easy to understand and did some slightly jog to them to make the class more comfortable.

Teacher and students read together the material that was written on the whiteboard as the teacher lead them. She read the examples of expressing love and students followed reading after her together. As examples were all done reading, she then asked the students to read it one by one or all the students were asked to read each of them in order.

The time was over as the students done reading and the teacher closed the teaching and learning activity that day but before they left the class the teacher asked them to took a pray and let them left after they finished.

1. Observation 12

Tuesday, December 1st 2015 was the last observation the researcher took the research data which was held in XI B *Tuna Rungu* at 11.30 a.m. until 12.30 a.m. Total students in this class were 2 students that both of them were female students. The topic in this class was about '**Descriptive Text**'.

In the pre activity, the class started by the teacher greeted students and asking their feeling that day. The teacher began to tell the students of what material they faced that day after she greeted them which the material was about 'Descriptive Text'.

In pre activity, the teacher began to write the material on the whiteboard of what descriptive text is and an example of descriptive paragraph. Students were automatically copied what the teacher wrote from the whiteboard on their book and after she finished writing she explained what she had written. There were also slightly questions and answer to the students between the teacher and students of what they did not understand. After the explaining the material, the teacher translated the example of paragraph descriptive together with the students which there were some words they knew, and the teacher were also seemed to enthusiast in translating the text from the whiteboard. There were also some additional materials about descriptive text which she wrote again on the whiteboard and allowed them to copy it on their book. After she was done writing, she then explained what she had written few minutes ago

In the post activity, the teacher concluded the material on that day, and gave motivation to the students to study hard. After that she ended the class by salam.

2. Interview

The following, the writer will describe those techniques the teacher used in teaching English and how the teacher applied the techniques. The

researcher conducted the interview with the English teacher was on Tuesday, November 24th 2015. There were five questions the researcher asked the teacher which was related to the teaching and learning in the classroom.

The first questions was the researcher asked about what technique the teacher most frequently used in teaching and learning English in the classroom. Based on the interview, the teacher said that she was often taught the students by lecturing method or lecturing ways which meant by explaining more to the students and also reading. The reading aimed to train the students to use their tongue to speak English which in teaching reading she usually used reading aloud and repetition drill.

The second question, the researcher asked how the teacher usually used the technique in teaching English in the classroom. According to the result of the interview, the techniques were applied from looking the ability of the students and probably their ages because basically they were different, and not all the techniques of language teaching were matched to them.

In the third question, the researcher questioned about what technique the students prefer to learn in teaching and learning English the teacher served. According to the interview result, the students liked singing a lot and in learning English the students liked when the teacher applied singing in teaching English. She said, like the previous meeting the teacher taught in the X C that the researcher attended too, the students liked singing a lot and

it so much fun activity that the students enjoy it a lot and learning with joy. She also said that the students also enjoy the class when she taught fun material and asked them various questions about it, for example fruits, animals, clothes, etc.

The fourth questions the researcher questioned the teacher was about how is the response of the students in teaching and learning English in the classroom activity. As the result of the interview, the students showed their usual expression when they learned and followed the teaching and learning English. the students showed the students showed their attention to the teacher most of the time. The students attractive when the teacher gave some questions to them about something interesting, something they knew, such as animals, fruits, and something like those to discuss.

In the fifth question, the researcher discussed about the factors that the teacher saw the students boosted their learning. According to the interview result, the teacher expected to teach them in caring way and slow because the students were not the type to force. It is because some students could not accept the fact the teacher if she taught them like normally taught normal people. The students could be hysterical when they found the teacher raised their voice to take the students attention or when they had so much information came to their mind, this way the teacher taught in caring and friendly ways.

B. Discussion

In the previous chapter mentioned, there are two questions addressed in this thesis, which the questions are what techniques are used by the teacher in teaching English at SMALB in SLB B/C Dharma Wanita Persatuan and how does the teacher apply each technique.

Based on the data the researcher got from interview and observation, the researcher found that the curriculum of *Tuna Rungu* and *Tuna Grahita* were different but the techniques those she usually used were not far different which meant that there was a little different but only in the way the teacher taught. Paragraph below are the answer of the questions which were already mentioned in the previous paragraph:

1. Technique the teacher used in teaching English

There were some techniques that the teacher frequently used in teaching English during the observation the researcher took the data, as follows:

Table 4.2 Technique Used

No.	Technique	Frequency	Class
1	Transcription	10	XII B, XII C, XI C, X C, XI B, XII C, XI C, X C, XII B, XI C
2	Question and answer	6	XII C, X C, XI B, XII C, XI C, XI C
3	Repetition drill	6	XII C, XI B, X C, XII C, X C, XI C, X B
4	Reading aloud	2	XI C, XII B
5	Memorization	1	XI C
6	Singing song	1	X C

2. Teacher's Technique Application

1. Transcription

Transcription was technique which the most frequently used by the teacher, it was ten times the teacher applied during the observations the researcher took the research. During the observation, the researcher saw that the teacher wrote the material that they would be discussed, and the while the teacher wrote the students copied the material she wrote on their book. There was also the time when the teacher wrote and finished the material on the whiteboard she explained and did some other activities which at the end of the session, the teacher asked them to write what she had written on their book. It supported Curran's (2008) statement which was noted that in this technique teacher writes the L1 equivalent of the text in the target language and the students copy them in their notebooks.

2. Reading aloud

Reading is a process of communication between the writer and the reader. The writer expresses his/her idea in the form of writings and the reader tries to get the information or the message by reading it, Alderson (2000, p.3-4). Reading could possibly train the students' memorization and fluency, because it train eyes to see the word and symbols, and tongue to speak, with reading aloud brain could work fast. The teacher said during the interview: "*mereka memang harus sering – sering dilatih untuk membaca supaya menggerakkan lidah mereka agar terbiasa*".

Based on the observation, the teacher applied the reading aloud in two classes. The first thing she did was reading the material or the vocabularies which were written by herself on the whiteboard in order to give the example to the students of pronunciation to the students while the students were listening to what the teacher read. It supported by Gibson's (2008, p.31) idea about reading aloud that before asking the students to read the teacher read the text to give a good example in pronunciation. It also similar to Amer (1997. P.46) which showed that the learners had better understanding of what they were reading in the teacher reading aloud situation.

After the teacher's reading session was done, she asked the students to read the material she had prepared. The text or the vocabularies which were displayed on the whiteboard were read by the student out loud in order to make the other students in the class heard what she/he read. By reading aloud, the students could train their tongue to pronounce the words and to accustom the students with English pronunciation by reading. From the interview the researcher with the English teacher, she said that in reading aloud she aimed that the students could pronounce and used to with the English words which were foreign for them. It is obvious the fact that reading aloud can help the students practice pronunciation. Gibson (2008, p.31) said that by using reading aloud students can be focus on the text and by practicing them the words will flow in as natural sounding a manner as possible.

3. Repetition drill

In the interview with the teacher, she said “*sebagian darisiswa disini memiliki banyak kesulitan dalam membaca, makanya saya biasanya mengajak mereka untuk mengikuti saya*”. From here, the researcher found that the repetition drill was applied by the teacher six times in six classes. In applying repetition drill, the teacher read the text she had prepared to the students which were displayed on the whiteboard, and on the book in class X B. The teacher led or guided the students reading the material. She read the text little by little and the students follow what she had said. It is supported by the statement of Baker and Westrup (2003, p.71) in repetition drill, students repeat language the teacher has presented as accurately as possible.

The teacher reread the material that the students had read several times in order to make the students remember and familiar with the words they are reading. Repetition drill which meant repeating text several times or drilling practice is affected to improve students' language expertise. Brook (1960) and Politzer (1968) cited in Ikhsan (2013, p104) note that practice with drill helps learners improve their language proficiency.

4. Memorization

Memorizing is the activity of thinking and process information to people's brain where all human did it sometimes without they know and sometimes realize it. (Baddeley, 2000, p.77) stated that people think with their working memory which is define as small amounts of information accessible over short times that people can use in learning and thinking.

This technique was applied by the teacher in the fourth observation, in the teaching and learning English she taught her students. In memorization the teacher asked the students to memorized the material she gave on the whiteboard and she gave a little times for the students to memorize it that after time to memorize were over, the teacher began to asked some questions about the material or the words they memorized a moment ago. This is appropriate to the statement by Freeman (2000, p.20) Students are given some lists of target language vocabulary words along with the translation or the source of language where they are asked to memorize all the vocabulary given. Besides that the students are also given some shorts of grammar.

5. Questions and answer

Observation in several classes in the previous meeting the researcher discover that in teaching English by questions and answer, the researcher a few questions related to the material which the questions were from the material displayed on the whiteboard, and there were also some questions which were not on it but also related to the material. Cotton (1988, p.1) said question is any sentences which has an interrogative form or function. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes. In teaching and learning English activity when the technique she was applied questions and answer, the class seemed alive and the students were cheered. Cotton (1988, P.1) also said that questions and answer could develop interest and motive students to become actively involve, and could review and summarize previous lesson.

Questions and answer is a high possibility of students remember and understand of what teacher taught, this is why this technique was quiet often applied by the teacher in teaching English. Questioning is second only lecturing in popularity as teaching method and that classroom teacher spend anywhere from thirty to fifty percent if their instructional time conducting question session. Another statement that supported the statement is from (Richards and Charles Lockhart (2000) cited in Shi-Ying, 2011) noted in some classrooms over half of class time is taken up by questions and answer exchanges.

“cara berfikir mereka terlebih siswa Tuna Grahita cara berfikir mereka tidak lebih dari anak se-usia SD. Jadi, kalau belajar mengenai buah – buahan, sayuran, binatang, mereka sangat antusias”

She also added *“biasanya kalau saya membawakan materi yang berkaitan dengan kosa kata seperti binatang, buah – buahan, dan saya mengajak mereka dengan sedikit bertanya jawab, siswa dfengan antusiasnya merespon”*.

6. Singing Song

Singing is a common technique the teacher used in teaching English which all ages and gender can and like to do it. Through singing and the lyrics teacher can serve the idea that wants to show to students be able to accept by them in easy and funny ways.

In the fifth observation the researcher took the research in class X C *Tuna Grahita*, The teacher applied this technique in teaching English. At first she

gave the lyric to the students and by this lyric the teacher and the students sing it together. Through the lyric the teacher presented the point she wanted the students to understand through singing. The teacher presented the lyrics (vocabularies on the whiteboard) and she sang it as the example the students could watch and imitated the tone she sang. It supported by the statement of Shen (2009, p. 92) which said EFL learners will get familiar with and internalize them through repetition and imitation.

In the interview the researcher took with the English teacher, she said that the students liked the fun technique which singing is one of them, like the previous observation which the researcher attended to. *“mereka sangat senang kalau tehnik yang dipakai asyik, seperti di pertemuan sebelumnya mereka ingin bernyayi tanpa harus ditunjuk”*

In addition, to conclude it the technique that the most frequent used by the teacher is transcription in another words the technique by writing the text material which is copied by the students on their book. this technique was appeared in almost every meeting, one from six techniques in twelve meetings the researcher did the observation.

The teacher applied the techniques she used in the classroom by three steps of teaching and learning activity which was described in the previous paragraph of the observations. The three steps were pre-activity, while activity, and post-learning activity. They described more detail of the process of teaching and learning activity in the classroom.