

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. Techniques are applied in Teaching English for The Hearing Impaired Students

To know the teacher's techniques which were used in teaching English, the writer used observation and interview. The writer observed the kind of teacher's techniques when teaching English for the deaf students. The writer also checked the steps that the teacher used in teaching English for the deaf students by using observation sheet and field note. Actually, the writer knew the teacher's techniques from the teaching and learning process which has been done by the teacher.

The detail of the observation that the writer did in teaching and learning process at the seventh grade of SMPLB Dharma Wanita Persatuan Banjarmasin can be seen as in the appendix. Yet, during the observation, the writer found that the teacher used some various techniques when teaching English. The list of observation in the class room can be seen in the following table.

Table 4.1. Techniques are applied by in teaching English for the hearing impaired students

No.	Day/Date	Skill	Teacher's Techniques
1	Tuesday, March 8 th , 2016	listening vocabulary	Reading Aloud , One to One, Translation of A Literary Passage
2	Tuesday, March 15 th , 2016	Writing, speaking	Paragraph Writing, Reading Aloud
3	Wednesday, March 16 th , 2016	speaking	Translation of A Literary Passage, Repetition Drill
4	Tuesday, March 22 nd , 2016	vocabulary speaking	Repetition Drill, Memorization
5	Wednesday, March 23 rd , 2016	speaking reading	Repetition Drill, Translation of A Literary Passage
6	Tuesday, April 12 th , 2016	Speaking	Repetition Drill, Memorization
7	Tuesday, April 19 th , 2016	Speaking	Role Reversal
8	Wednesday, April 20 th , 2016	Speaking	Transformation Drill, Repetition Drill

The first observation was conducted on Tuesday, March 8th, 2016. The English teacher taught about the letter. In the meeting, the skill was listening and vocabulary. The teacher did some activities such as: The teacher showed a

text, she read first and asked students to pay attention. Based on the interview, she said, “ I usually use speech reading when I teach about a text in the book.” “How to apply speech reading?” asked writer. She answered, “I read the text loudly and emphasize the lip gesture. Students can see my lip and the way to pronounce.” Then, the teacher came to student’s desk and sat in front of her/him, she asked student to read the text while she listen to her/him. She also corrected and helped students when he/she was confused the pronunciation.

After the activity, the teacher wrote some important vocabularies and asked students to find the meaning in their dictionaries. Then, she wrote the meaning of the word and asked students to look at. She explained that the word and their meaning by comparing two words on the white board.

The second observation was conducted on Tuesday, March 15th, 2016. During the observation, the teacher did some activities, such as: The teacher repeated the previous lesson about the letter. She gave assignment to students for writing a letter with their own idea. After students have finished the letter, she collected students’ work and corrected. Then, the teacher asked them to read the letter loudly in front of the class.

Based on the third observation on Wednesday, March 16th, 2016. The material is a conversation from textbook. The writer found the teacher’s activities were: Teacher asked students to look at the conversation in the

English book. First, she read the conversation while the students were paying attention for her. Then, she asked students the meaning of words in the conversation. The teacher wrote the sentence on the whiteboard and the translation in Indonesian besides the sentence.

After the students have known the meaning of the conversations, the teacher read the conversation again. She asked students to repeat after her. She read and repeated the conversation more than one. When she was as a model to give example, she always emphasized word by word. As the interview, the teacher said, “I want my students to be able to understand oral speech even though they can’t hear. At least, they know the normal person pronounce the word through lip gesture.”

Based on the 4th observation which was conducted on Tuesday, March 22nd, 2016, the students learnt about name of the days. The teacher followed the guide from the English book. From the observation, the writer found that the teacher applied some activities, such as: the teacher read some words. She asked students to listen and repeat what the teacher said. She repeated the words more than one. The students repeated. She also tried to make the students memorize some vocabularies by repeating until the students remember the vocabularies. Based on the interview, the teacher said, “The deaf students are less of vocabularies, so I should repeat the words more than one. I hope that they can remember it.”

The writer was observed teaching and learning process in the fifth meeting on Wednesday, March 23rd, 2016. The teacher's activities are as follow: The teacher read a conversation. The students repeated after her. The teacher repeated it more than one. Then, she translated the conversation into Indonesian. She explained and compared the two languages. After that, the teacher gave assignment about finding the meaning. The students did the exercise in the book.

The sixth observation was on Tuesday, April 12th, 2016. The teacher showed some activities, such as: The teacher showed some pictures. She reads the description of the picture. Then, she asked the students to repeat after her. The activities were done more than one. Next, students repeated again until they started to remember the sentence. The last, the teacher showed some pictures and asked students to guess the description of the picture.

The seventh meeting was on Tuesday, April 19th, 2016. The writer found some teacher's activities, such as: Teacher repeated again the previous lesson. She showed some pictures and asked students to guess the description. Then she asked two students to stand up. One person gave instruction and another did the instruction. The students did it in turn.

The last observation in classroom was on Wednesday, April 20th, 2016. The teacher's activities were as follow: The teacher showed some pictures. She

wrote two different sentences. She explained about the different form and the meaning. After that, she read the sentence and asked students to read after her more than one. Then, the teacher pointed out the sentence and students transformed to another form.

2. The Application of Techniques in Teaching English for The Hearing Impaired Students

The detail observation about English teaching and learning process for the deaf students at the seventh grade of SMPLB Dharma Wanita Persatuan Banjarmasin can be seen in the appendix.

a. First Meeting

Based on the observation, the English teaching and learning process at the seventh grade of SMPLB Dharma Wanita Persatuan were those in the following description:

1) Pre Activity

In pre activity, the teacher greeted the students and checked the attendance. The activities were: The teacher opened the class by saying *salam*. Because the students in the class were only five students, the teacher checked the attendance and the students' condition by small talking, such as "Where is Nisa? Why she doesn't come to the class?"

she spoke in Indonesian. Then, she asked students to reciting *do'a* together.

2) While Activity

In while activity, the teacher taught the topic about the letter. The activities included: The teacher asked students to open the book. She showed a letter about dear my friend. “Buka bukunya, halaman 71!” Then, she read the text and asked students to listen. Based on the interview, she said, “I use speech reading (*membaca ujaran*) if the students learn about reading a text. So, they can see my lip gesture.” The writer asked the application about speed reading and she answered, “I only read the text loudly even though they can not hear that. At least, they can see how to pronounce through my lip gesture.” After the whole text was read, the teacher came to the student’s desk and sat in front of it (One to One). She said, “Salsa, read the text loudly! Salsa, baca text nya!” she could not move to another students if this student could not finish her work. The teacher asked students to read the same text loudly (reading aloud). She guided the students to speak even though the students could not produce the sound. Sometimes she used sign language to explain the pronunciation. The teacher signs the word by spelling the pronunciation of word using alphabet in sign language. for example “*Lihat ibu* write : rait” she pronounced the word. Because the students couldn’t follow that, the

teacher used sign language. She said “lihat, lihat! R-A-I-T” she spelled the pronunciation in Indonesia using alphabet sign language. Then, students could follow the teacher did. She explained to one student in front of him. She did it one by one student.

After all students have their turns to read, the teacher continued to the next activity. She wrote down some words on the white board, such as today, friend, parent, classmate, etc. The teacher explained about the meaning. She also wrote the Indonesian translation besides English version. The students wrote down on their books.

3) Post Activity

Based on the observation, the writer found the activities that the teacher emphasized the students to remember the lesson. She also gave the homework for students to translate the letter into Indonesia. She did not forget to give the students opportunity to ask some questions and made sure they understand about the lesson and homework. The last, the teacher closed the meeting by saying *Salam*.

b. Second Meeting

Based on the observation, it can be seen that English teaching and learning process at the seventh grade of SMPLB B/C Dhrma Wanita Persatuan Banjarmasin was that:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities were: the teacher opened the class by saying *salam*. Then, she asked students to recite *do'a* together. After that, the teacher checked the students' attendances and asked some questions about students' conditions. She spoke in Indonesian. Next, the teacher asked about previous lesson and checked students' memorization about the lesson. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher taught the topic which was still relating to the previous topic. It was about the letter. The teacher's activities were: The teacher discussed the students' homework about the meanings of the words in the letter. She asked students to mention word by word and its meaning. "How are you today? apa artinya?" the teacher asked students and wrote on the whiteboard. The students look at to their note book and answered. After the homework have discussed, the teacher gave assignment to the students. She asked students to write a letter which was like the example in text book (Paragraph writing). She gave about thirty minutes to write a paragraph. Then, she made sure whether students have any question or not.

Then, when the students finished their assignment, the teacher asked students to submit their works. The teacher corrected the students' works. Next, she asked one student to read the letter loudly while other students were just paying attention to her (reading aloud). The students read the text one by one. Sometimes she used sign language to explain the pronunciation. All students got their turn to read in front of the class.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. Some students answered and responded. Other students had gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

c. Third Meeting

Based on the observation, the writer has known the whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the same as previous meeting, the teacher greeted the students and checked their attendance. The activities were: The teacher opened the class by saying *salam*. Then, she asked students to reciting *do'a* together. She checked the students' attendance and asked them if there was any student absent. At the day, a student didn't come to the

class without the reason. The teacher talked about her and asked her friends why she didn't come. She didn't have clear explanation about the reason. Next, the teacher asked about previous lesson and checked students' memorization about the lesson. Then, the teacher asked students to prepare their own text book.

2) While Activity

In while activity, the teacher taught the topic about conversation which was still related to letter. The English teaching and learning process on while activities were: teacher asked students to look at the conversation in the English book. First, she read the conversation while students were just paying attention to her. Then, she asked students the meaning of word in the conversation. for example:

Teacher : "Whose letter is this?"

Gusti : "This is my letter."

The teacher asked students to translate the sentence into Indonesian (translation literary passage). She gave about fifteen minutes for translation section. After that, she asked the students word by word. "*Apa arti* letter?", she said.

She collected some important words. Then, she gave the chance to students for asking some questions. She made sure the students' understanding.

Then, she invited all students to read the conversation. First, she read the first line as model. Then students repeated it. For example:

Teacher : “Whose letter is this?” (The teacher read it, first.)

Students : “Whose letter is this?” (Students repeated the same sentence)

The teacher read from first line to the last line and the students repeated after the teacher. The teacher also asked students to divide into two groups. One as the first speaker and another as the second speaker. It will be returned until the students read fluently. Sometimes, she corrected the students’ pronunciation by using oral language or lip gesture or asked students to repeat the difficult vocabulary twice or more. For example, the teacher said, “Amat, ulangi! Friend, friend”, she emphasized the word by showing lip and explaining the sign language.

3) Post Activity

Based on the observation, before the class ended, the teacher gave some motivation or advice to her student. She reminded the students to often practice English. She didn’t forget to send a message for the student who didn’t follow the class at the day. She asked other students to check about their friend’s condition. After that, the teacher closed the meeting by reciting *Salam*.

d. Fourth Meeting

Based on the observation on Tuesday, March 15th, 2016, the writer has seen a whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities were: the teacher opened the class by saying *salam*. Then, she asked students to reciting *do'a* together. Then, the teacher checked the attendance and asked some question about students' condition. She spoke in Indonesian. Next, the teacher asked about previous lesson and check students' memorization about the lesson. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher taught about name of the days. The English teaching and learning process can be seen in some activities. They were: first, teacher wrote name of the day on the white board. She said, "Ok anak –anak., ini adalah nama-nama hari dalam satu minggu, ibu baca, ulangi setelah ibu! Sunday." She read the words first. Then the students repeated after her. The students see the teacher's lip and follow the pronunciation. She would repeat the word three times or more if the students mispronounced. Then, she asked one by one student to read the word, "Jamil, Sunday. Ulangi setelah

ibu! Sunday.” The student repeated over and over again until the teacher got the correct pronunciation (repetition drill).

Next, the teacher translated the meaning of the word one by one. She said, “Monday, hari apa?” she asked to the students. If the students have difficult to answer, she used sign language to explain the meaning. For example: “Thursday, hari apa?” the students got confuse. Then, she explained “Thursday” by using sign language. After all name of the days have been explained, the teacher asked students to answer her question. “Nisa, Wednesday apa?” she asked students one by one until they remembered the meaning of the day (memorization).

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

e. Fifth Meeting

Based on the observation, the writer has known the whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities were: The teacher opened the class by saying *salam*. Then, she asked students to recite *do'a* together. Then, the teacher checked the attendance and asked some questions about students' condition. She spoke in Indonesian. Next, the teacher asked about previous lesson and checked students' memorization about the lesson. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher still taught about the days. The English teaching and learning process can be seen in some activities. They were: The teacher showed a short conversation about the question of the days. First, the teacher read the conversation and the students repeated it (repetition drill). For example:

The teacher said, "Anak-anak ulangi setelah ibu.

Amir : what day is today, Ida?

Amir : what day is today, Ida? (All students repeated like what the teacher read)

Ida : Today is Tuesday. (teacher)

Ida : Today is Tuesday (the students repeated the sentence)

It would continue to the last conversation. The teacher repeated some vocabularies that the students have difficulties three or more times.

The teacher explained the meaning of the sentences (translation literary passage). She explained by using oral language and sign language. For example, she said, “Today is Tuesday. Artinya apa?” she asked students first, but the students forgot about the meaning. Then, she explained by using hand gesture until students understand, and so on.

Next, the teacher showed the exercise in the text book. The exercise is about finding the meaning in the dictionary. She asked students to answer the questions and wrote down on their exercise book. Before that, she asked, “Any question? Ada pertanyaan?”. Because there were not responses from students, the teacher thought that the instruction was clear. After fifteen minutes, she asked students one by one about the meaning. All students were correct in answering.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

f. Sixth Meeting

Based on the observation, the writer has seen the whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities are: the teacher opened the class by saying *salam*. Then, she asked students to recite *do'a* together. Then, the teacher checked the attendance and asked some questions about students' condition. She spoke in Indonesian. Next, the teacher asked about previous lesson and checked students' memorization about the lesson. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher taught the topic about imperative sentence. The English teaching and learning process on while activities were: The teacher showed some pictures which were described the imperative sentence. For example, drink the milk!, clean the room!, etc. the teacher read the sentence, first. Then, the students repeated after her. She said, "Look at the picture! And repeat after me! ulangi setelah ibu! Drink the milk!". The students repeated with the same sentence "drink the milk!". Eat the meal! (Teacher), "Eat the meal!", students repeated three or more times until there were no

mispronunciations (repetition drill). Moreover, the teacher had pre-repeated the vocabularies which had been taught to memorize (memorization). She showed the picture and students guessed the action based on the picture.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt.. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

g. Seventh Meeting

Based on the observation, the writer has seen the whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities were: the teacher opened the class by saying *salam*. Then, she asked students to recite *do'a* together. Then, the teacher checked the attendance and asked some questions about students' condition. She spoke in Indonesian. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher taught the topic about imperative sentence. The English teaching and learning process on while activities were: she repeated previous lesson about imperative sentence. She showed picture and asked students to guess the description. After she made sure that students remember the lesson, she continued to the next activities. Then, she asked students to say and sign the sentence and asked another student to act in front of the class (role reversal). For example, two students come in front of the class and the one acted what they got from the saying and sign. Students 1 : “Sweep the floor!” (She said the sentence and tried to deliver the message by spelling the sign language), student 2 (did the instruction), and so on (role reversal).

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

h. Eight Meeting

Based on the observation, the writer has seen the whole English teaching and learning process and the techniques which were used. The activities can be described as follows:

1) Pre Activity

In pre activity, the teacher greeted the students and checked their attendance. The activities were: The teacher opened the class by saying *salam*. Then, she asked students to reciting *do'a* together. Then, the teacher checked the attendance and asked some question about students' condition. She spoke in Indonesian. Next, the teacher asked about previous lesson and check students' memorization about the lesson. Then, the teacher asked students to prepare their text book.

2) While Activity

In while activity, the teacher taught about to be. The English teaching and learning process on while activities were: The teacher showed a picture about imperative sentence. Then, she wrote two sentences on the whiteboard. For example:

Sweep the floor!

Don't sweep the floor!

The teacher explained the meaning and asked students to look the picture (translation of literary passage). She explained about the two differences which one is commanding and prohibition. After the explanation, she checked students' understanding. The teacher asked, "Ada pertanyaan?" there were not responses from students. Then, she read the sentence and asked students to repeat after her. She said, "O.K. Anak-anak, ulangi setelah ibu! Don't open the door!". Students

repeated, “Don’t open the door!”, and so on (repetition drill). After the activity, the teacher point out the imperative sentence, such as “Open the window!” and students make its prohibition, such as “Don’t open the window!”. It proceeded until all students have their turns.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt.. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

3. The Problem Were faced by the teacher in Teaching English for The Hearing Impaired Students

Based on the interview and observation, the writer has founded that the English teacher at SMPLB B/C had some problems in teaching English for the deaf students at seventh grade. Further description, these are some description about the problems were faced by the teacher:

During the observation, the writer found some problems. The problems are from teacher and condition of the class. First, the teacher I not from special education, so the teacher has difficulties to hand the hearing impaired students. She is difficult to communicate with the students. The class was just limited with a flat of plywood, the students can move to another class when teaching and learning process. The teacher should repeat the lesson

more than one time because the students could not understand the lesson quickly. She also should repeat the previous lesson in the next meeting because the students would forget about the lesson.

It was proved by some interviews with the teacher about the problems which were faced in teaching English for the deaf students. Based on the interview with the teacher, there were some questions. The writer asked about, “What the problems when teaching the deaf students?” The teacher answered, “The deaf children are less of vocabularies, I should emphasize some vocabularies so that they can remember some vocabularies. Then, I should repeat the lesson more than one because the deaf students are difficult to comprehend the lesson”. She also said that the key to teach deaf students was understanding sign language. She admitted that she was not expert using sign language because her background study was not special education. It caused she had difficulties to communicate to the students.

B. DISCUSSION

The data which have been collected from the observation, interview, and documentary are presented in findings. Then, the data are analyzed and reported systematically based on the statement of problem which are about teacher's techniques in teaching English for the deaf students, the applications of the techniques, and the problems were faced by the teacher in teaching English at the seventh grade of SMPLB B/C Dharma Wanita Persatuan Banjarmasin. for further description, it is known from analysis below.

1. The Kinds of Techniques Are Applied in Teaching English for The Hearing Impaired Students

Based on the observation, the teacher used some techniques in teaching English, such as Repetition Drill, Translation Literary passage, reading aloud, one to one, paragraph writing, memorization, and role reversal.

It is known from the observation, the teacher used repetition drill because she did some ways of using the technique. The teacher said models (words) and the students repeated it. According to Freeman (2003, p.48) repetition drill is a technique which students are asked to repeat the teacher's model as accurately and as quickly as possible. This technique is often used by the teacher in 3rd, 4th, 5th, 6th and 8th meeting. The teacher used this technique on some materials, such as vocabularies, dialogue, and sentence structure.

Translation of literary passage was also used in four times meetings. The teacher used this technique by translating a reading passage in 1st meeting, the conversation into Indonesian at 3rd meeting and translating some sentences to introduce some vocabularies at the 5th and 8th meeting. According to Freeman (2003), students translate a reading passage from the target language into their native language, it provided focus on vocabulary and grammatical structures. This technique was used in order students can understand the meaning.

One to one as the technique which is focus on teaching for the deaf students also was used in teaching and learning process. At the first meeting, the teacher came to the student's desk to teach one by one. One to one is individual service. The teacher gives service to the students specially one by one (Sadja'ah 2012). The teacher used this technique to guide the students understand the material, such as reading text and conversation.

The teacher also use reading aloud in teaching English. According to Freeman (2003), in reading aloud, students take turns reading sections of passage, play, or dialog out loud. The teacher used this technique by asking students to read a reading passage in the 1st and 2nd meeting.

Paragraph writing also was involved in the teaching and learning process. The teacher asked students to write a paragraph about the letter. She had explained about the example and vocabularies before. According to Freeman (2003), the teacher asked the students to write a paragraph in their

own depend on the theme that the teacher has given. The teacher asked students to write a letter for their friend at the 2nd meeting.

Memorization was used in teaching English. At the 4th and 6th meeting, the teacher taught some vocabularies and their meanings. She read as model and the students repeated after her. The activity was done three or more times until the students could memorize the vocabularies. According to Freeman (2000), class with memorization, the students are given lists of target language vocabularies and the native language equivalents and are asked to memorize them.

In the 7th meeting, the teacher used role reversal. She asked students to say and sign the sentence and asked another student to act in front of the class by using imperative sentence. According to Freeman (2003), Students command their children and classmates to perform some actions. In this activity, the students take their turns to act in front of the class.

Those are some techniques which were used by the English teacher. The teacher used various techniques to make class more attractive. According to Noor Azlina Yunus in the book *Preparing and Using Aids for ELT*, “five things that must be learned by a teacher: method, technique, approach, suitable media for teaching purpose, and evaluation”. By learning these five, it will be easier for teacher to be acquainted with the students, distinguish them, and so teacher able to diagnose what the weakness and strength of the students are.

2. The Application of Techniques in Teaching English for The Hearing Impaired Students

Based on the research result from observation, it can be known that the teacher used some techniques in English teaching and learning process. The activities can be divided into three parts, pre activity, while activity, and post activity. It can be indicated that the teacher used techniques during a whole of teaching and learning process.

There are three activities which the teacher did, they are:

a. Pre Activity

This activity for warming up and make sure that the students were ready to study. Based on the observation from 1st to 7th meeting, it was found that the teacher greeted students, asked to pray, and checked students' attendance and their condition at the day. She also asked about the previous lesson to check students' attention for the lesson. The teacher did warming up activity before come in the material.

Warming up is one of the important aspect in teaching. According to Robertson and Acklam (2000), warming up is a short activity for the beginning of lesson. It engages the students and gets them using English from the start. The activity will help the teacher to engage the students' interest and motivation. Kay (1995) claims that warms up are different types of activities which help the students begin to think in English, review previously introduced materials, and become interested in the lesson (as cited in Velandia, p.11). the

activities can be formed such as motivation for students, small talking about the condition at the day, asking the previous lesson, and trying to make the next lesson interesting.

In some observations, the teacher often asked students about their condition and feeling. After that, she asked about previous lesson that they have learnt. She was successful to interest the students' attention in the first activity.

b. While Activity

Based on the observation, in while activity, the teacher taught some materials, such as vocabularies, sentence, writing text, and a dialog conversation. On the 1st meeting, the teacher the teacher showed a letter and asked the students to read the letter loudly. After that, the students drilled the difficult vocabularies which were on the text. Then, they found the meaning of the vocabularies. On the 2nd meeting, the students wrote a letter and read in front of the class. On the 3rd meeting, the students read aloud a conversation about letter. The teacher guide and focus on one by one students. They read the conversation one by one with the teacher. On 4th and 5th meeting, the teacher introduce name of the days. On 6th, 7th, 8th meeting, the teacher taught about imperative sentence by different techniques.

1) Repetition Drill

Based on the observation, the teacher often used repetition drill in 1st, 3rd, 4th, 5th, 6th, and 8th meeting. She used the techniques with different materials. In 1st and 4th meeting, the teacher taught about vocabularies, days and letter. She introduced the word and read them as a model. Then, the students repeated three or more times. In the 3rd and 5th meeting, the teacher showed the conversation and read it. She invited the students to read after her from one line to another line. The last, in 6th and 8th meeting, the teacher introduced some sentences about imperative sentence and prohibition. She also used repetition more times by using some picture as description of the meaning. She corrected the students if she found some errors. All of the ways the teacher used shows the characteristics of repetition drill. The characteristics of repetition drill, it states in Freeman (2002) such as the teacher introduces new passage, the teacher read the passage by modeling it two or more time, and the students repeat each line several time, the teacher also corrects the error. According to Auckland (n.d.) in drilling technique, the teacher says a word or an utterance and the whole class repeats that word or utterance together in unison. It is an example way if the teacher uses the drilling. According to Matthews and Dangerfield (1991) drill helps students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. This technique can improve students' speaking skill and comprehension about the sentence/structure, and pronunciation.

In 4th and 6th meeting, repetition drill was combined with memorization. The processes of repetition drill on while activities are: the teacher wrote some words on the whiteboard. She also use text book and showed the short conversation. First, she read the material and the students repeated after her. It was done three or more times until the students can memorize the vocabularies. The teacher used repetition drill and repeated the word over and over again so that the students could memorize the words because the habits. According to Matthews and Dangerfield (1991), drilling can helps students to memorize and understand a new language. The habit of drilling will exercise students' pronunciations and memorization. If the new language was often found by someone and it was often used it will be familiar.

2) Reading Aloud

The used of reading aloud was appeared on 1st, 2nd, and 3rd meeting. The activities in the 1st and 2nd meeting are almost same. The teacher showed a letter on text book and read it. Then, the students read one by one taking turn. However, in 2nd meeting, the students read their own letter in front of the class after the teacher checked their writing letter. In the 1st meeting, the teacher sat in front of one student which got the reading turn and she listened. Sometimes, she gave correction about student's pronunciation. She tried to correct even though the deaf students could not get perfect pronunciation. Her technique aims to treat students' oral skill so that the students tried to speak as normal students.

According to Beltchenko (2011) reading aloud is a technique in which a teacher sets aside time to read orally to students on a consistent basis from texts above their independent reading level but at their listening level. It aims to familiarize students with text structures and genres such as, speech, students authored writing, short stories, etc.

3) Translation of literary passage

Based on the observation, the teacher used technique translation of literary passage in 3rd and 8th meeting. The teaching and learning process are: teacher showed a conversation and asked students to translate into Indonesian. In the 8th meeting, students just translate some sentence about imperative sentence. According to Freeman (2002), in translation of literary class, students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes; vocabulary and grammatical structures. In this observation, the teacher used conversation and some imperative sentence to translate into Indonesian.

4) One to one

Based on the observation, in the 1st meeting, the teacher came to the student's desk one by one. When the students read the letter, the teacher treat the students one by one. She guide students read the text. While the students read, she also corrected mispronounce. She wanted to check the students'

understanding. If the student still has difficulties. The teacher does not move to another desk. She makes it sure that the students really understand about the lesson. One to one is individual service. The teacher gives service to the students one by one (Sadja'ah 2012).

5) Memorization

Based on observation in 4th and 6th meeting, the teacher used memorization. The activities, such as she write name of the days on the whiteboard and imperative sentence. She reads the words and sentence first and the students repeated the same utterances. The teacher would repeat three or more times until she thought the students remembering the word and the meaning. The repetition drill helps the teacher to make students master the words and sentence as Green (2008) stated that by repeating the new language, it makes students getting focus attention on it and it give opportunity for students to learn the language. While repetition process, the teacher explained the meaning of the words and sentences so that the students could understand the language.

6) Paragraph writing

Based on the observation in 2nd meeting, the teacher used technique paragraph writing. After she taught about the letter and the students have known how to make letter, she asked students to make a paragraph of letter for their friend. The teacher asked the students to write a paragraph in their own depend

on the theme that the teacher has given. After the students have finished their works, the teacher collected the students' works. Then, she corrected a whole writing. The teacher gave freedom for students to choose the theme. It is appropriate with Freeman (2002), for writing paragraph, the beginning of the lesson, teacher dictates paragraph, the teacher asks students to write paragraph with their own word and theme, the last the teacher corrects the error.

7) Role reversal

Based on the observation in 7th meeting, the teacher explained about imperative sentence. After the students have understood, she asked students to say and sign the sentence and asked another student to act in front of the class. One student signed and said, another acted the instruction. The technique which was used by the teacher indicates the teacher used role reversal as Freeman (2002) stated, students command their children and classmates to perform some actions. The teacher gives commanding in the target language and perform it with the students.

c. Post Activity

By the end of the lesson, the teacher checked the students' understanding about the lesson. She asked the material that the students learnt before. Robertson and Acklam (2000) states that It is important when ending lesson that the students have some sense of achievement. Some teachers often give a recap of the

subject at the day by Highlighting again the main point-directly or through elicitation. This is a good way to consolidate the language point and give the students a clear sense of what they have accomplished.

So, from the activities which are used by the teacher, it can be concluded that English teaching and learning process at the seventh grade of SMPLB B/C Dharma Wanita Persatuan is good category because the teacher have done some steps or activities for applying the techniques.

3. The Problem Were Faced by The Teacher in Teaching English for The Hearing Impaired Students

During the observation, the writer found some problems. The problems are from teacher and condition of the class. First, the teacher I not from special education, so the teacher has difficulties to hand the hearing impaired students. She is difficult to communicate with the students. The class was just limited with a flat of plywood, the students can move to another class when teaching and learning process. The teacher should repeat the lesson more than one time because the students could not understand the lesson quickly. She also should repeat the previous lesson in the next meeting because the students would forget about the lesson.

It was proved by some interviews with the teacher about the problems which were faced in teaching English for the deaf students. Based on the interview with the teacher, there were some questions. The writer asked about, “What the problems when teaching the deaf students?” The teacher answered,

“The deaf children are less of vocabularies, I should emphasize some vocabularies so that they can remember some vocabularies. Then, I should repeat the lesson more than one because the deaf students are difficult to comprehend the lesson”. She also said that the key to teach deaf students was understanding sign language. She admitted that she was not expert using sign language because her background study was not special education. It caused she had difficulties to communicate to the students.

Another problem is communication, the teacher was difficult to communicate with the students because they used sign language. The teacher said that she was not graduated from special education so that she didn't learn about sign language. According to Easterbrooks (2012) ASL may be the child's natural language and may best prepare child for later learning of English language skills. Almost all of the deaf children have sign language as mother language. It will they bring to communicate in environment and school. The teacher who teaches the deaf children should understand the sign language because it will be the media to communicate in the class.

