

CHAPTER IV

FINDINGS AND DISCUSSION

This section examined the findings of the classroom observation and the results of the teacher interviews. Before explaining further about data presentation, the writer wants to describe the process of collecting data. This research began on April 30th, 2016 through May 5th, 2016. The writer will observation and interviews for the English teacher and all participants in the school on April 30th, 2016 through May 5th, 2016.

A. Findings

In this research, the writer found that the teaching and learning English consist of 15 students in the classroom, but there are 3 level classes in one classroom, such as: seventh grade, eighth grade, ninth grade. So, in this research, the writer focuses the data just 5 students of the seventh grade students and other the students also followed the teaching and learning English together in one classroom.

The data of this research are collected from observation, interview and documentary of hearing impairment students to the teaching and learning English in the classroom. The aim of this research is to know how the teaching and learning English for hearing impairments students and the problem faced by the teacher. During observation, the writer focused on the points that led to answer research questions on how is the teaching and learning of English at SLBN Pelambuan and the problems faced by the teacher in the teaching and learning of

English. During classroom observation, the writer also took notes on classroom activity.

The data collected by interview and documentary in this research are supporting the data which are obtained from the observation. In an interview on May 2nd, 2016 until May 5th, 2016, the writer interviewed one teacher who teaches in the observed classes. The interviews aim to find out how is the teaching of English that included in the material, method, technique and evaluation that related to teaching English. The interviews also found the problems by the teacher when the teaching and learning English for hearing impairment students and the teacher gave opinion about hearing impairment students. The writer interviewed used Indonesian and the writer making the script from the interview. The result of the interviews will be elaborated with other data. All participants in this research were informed before they participate in any elements of this research.

1. Teaching and Learning English at SLBN Pelambuan

During the observation in the class, the writer found how the teacher teaches English for the students. This can be seen in the following table.

Tabel 4.1. The Teaching and Learning English for Hearing Impairment Students.

No	Day/Date	Topic Material	Teaching and Learning	Media	Method	Evaluation
1	Saturday, April 30 th , 2016	Vegetables	Vocab	Pictures	GTM	Essay writing
2	Monday, May	Colors	Vocab	Cloths	GTM	Arranging the color

	2 nd ,2016					
3	Tuesday, May 3 rd ,2016	Days	Vocab	-	GTM	Repeating about name of days
4	Thursday, May 5 th ,2016	Activities	Vocab	-	GTM, TPR	Writing sentences

a. First Meeting

The first meeting was carried out on Saturday, April 30th, 2016. The teacher opened the teaching process by saying, “Hello”, the students answered, “Hello”. The teacher checked attendance students, the teacher said, “Who is not present?”. The students said, “No” (students waving their hand). After that, the teacher began to do activities. She spoke in Indonesian. The writer did not find the teacher lesson plan during observation. The teacher only prepared a marker, whiteboard, pictures and the teacher did not use the book.

After that, the teacher asked students to pay attention. This lesson the teacher used grammar translation method (GTM), the teacher will instruction about vegetables of vocabulary and then the teacher asked the students to repeat after her about it. The teacher said, “*Lihat Ibu ya. Ibu mempunyai gambar tentang sayur-sayuran. There are fish, corn and so on*”. The students paid attention to what the teacher said. The teacher asked the students to repeat after her. The students nodded their head. The teacher said, “fish” (the teacher used sign language and showed the picture). The students said using sign language. The teacher repeated again, “fish fish itu ikan” (while showing the picture of fish). The students saw the picture and said, “fish fish ikan”. The teacher repeated again by other pictures. After that, the students were asked to write what the teacher wrote

in the whiteboard. The teacher said, "*Tulis di buku kalian gambar yang ada di tangan Ibu*" (the teacher used gesture). The students saw gesture of the teacher and they nodded the head as code that they understood. If the students still did not pay attention, she would come to students individually with angry expression.

Table 4.2. List of Material that the Teacher Wrote on the Whiteboard.

No	Indonesian	English
1	<i>Ikan</i>	Fish
2	<i>Jagung</i>	Corn
3	<i>Cabe</i>	Chili
4	<i>Ayam</i>	Chicken
5	<i>Telur</i>	Egg
6	<i>Wortel</i>	Carrot

When the students were writing assignment from the teacher, the teacher walked to see writing the students that she has given on the whiteboard. If the students did not understand, the teacher helped them. After ten minutes, the teacher asked, "Are you finish?" and the students answered, "finish" (with happy expression and clapping hands). The teacher also gave applause to the students so that they feels happy in the lesson.

Next, the teacher asked the students to close their book and the teacher asked what the pictures are in her hand. The teacher said, "*Gambar apa ini?*". The students saw lips the teacher and tried to understand what said by the teacher. The students answered, "egg" (by giving gesture form circle). The teacher tried three pictures of six pitures that she explained. The students could answer three pictures and they remembered the pictures.

For evaluation, the teacher took some papers to evaluate students' writing, there are some pictures in the teacher's hand. The students were asked to writing

what is the picture in the teacher hand. The students will give bad expression because they do not understand or do not remember some pictures. Some students also asked question “*Apa itu?*” (with all the fingers close except the thumb and little finger, thumb in place beside the eye and the teacher showed images) through their friends with their language. Other friends gave the answer with sign language. The time was up, the teacher asked the students to get prepared and prayed together before going back to home. The last, students shook hands with the teacher.

b. Second Meeting

The second meeting was carried out on Monday, May 2nd, 2016. The teacher did not begin with greeting, but the teacher directly asked students to take their homework the last week. She spoke in Indonesian. The teacher said, “Anak-anak, keluarkan PR kalian”. The students took their homework and laid in the table. Their homework is doormat. The doormat will be auctioned when it was held the event in the school. There, the teacher used their homework last week on April 25th, 2016. The topic of the lesson was about “COLOURS”.

After starting the lesson, the teacher checked attendance of the students. The teacher said, “Who is absent today? *Siapa yang tidak hadir hari ini?*” and the students said, “Erik” (using sign language). The teacher started the lesson by taking some small clothes and the teacher introduced the colour clothes in her hands.

1. The teacher said “this color is red” (her hand hold red cloth) = “*ini warna merah*”.

2. The teacher said “this color is green” (her hand hold green cloth) = “*ini warna hijau*”.
3. The teacher said “this color is blue” (her hand hold blue cloth) = “*ini warna biru*”.
4. The teacher said “this color is black” (her hand hold black cloth) = “*ini warna hitam*”.
5. The teacher said “this color is white” (her hand hold white cloth) = “*ini warna putih*”.

The students paid attention what the teacher said in front of class. The teacher used grammar translation method (GTM), the teacher instructed the lesson about colour. Next, the teacher asked the students to repeat about the names of colours. The teacher repeated again about this colour by using sign language, “red *merah*, green *hijau*, blue *biru*, black *hitam*, white *putih*”. The students followed what the teacher said by sign language and the teacher asked students to remember the colour.

The writer saw that the students were very active in this lesson and they remembered the colour which the teacher said. When the teacher asked the students to third of repetition by the students take one color in her hand one by one students, the teacher said, “*Yang mana warna green? Tolong ambulkan green*” (the teacher by sign language and gesture). If the students cannot remember, other students would help their friends. After that, the teacher tried question to the students, “*Kalian mengerti?*”. The students raised their hand if they do not understand and the teacher repeat again about colour.

For evaluation, the teacher asked the students to arrange colour clothes with instruction from the teacher. The teacher said, “*Coba susun warna kain sesuai perintah Ibu*, black, blue, red, white” (while arranging clothes on the hand). The students paid attention to teacher’s instruction. The teacher repeated again and asked them directly trying to arrange the clothes with her instruction. After the teacher fifth repetition, the students asking the teacher to arrange all of clothes although the class is noisy because the students felt challenging to arrange and the teacher gave applause to make students happy. The writer found students could what the teacher asked to arrange the colour by clothes. Students were happy about this lesson. When time was up, the teacher asked the students to get preparing and praying together before going back home. The last, students shook hands with the teacher.

c. Third Meeting

The third meeting was carried out on Tuesday, May 3rd, 2016. The teacher opened the lesson, 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. The teacher asked students to prepare their text book.

The teacher taught about name of the days. The teaching and learning of English process can be seen in some activities. The 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 with sign language. The teacher would repeat the word three times or more if the students less to remember. Next, she asked one by one student to read the word, "Winda, Sunday. *Ulangi setelah ibu!* Sunday". The student repeated over and over again until they remembered.

Next, the teacher translated the meaning of the word one by one. The teacher said, "Monday, *hari apa?*" she asked to the students. If the students have difficult to answer, the teacher 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. "Wulan, Wednesday *apa?*" she asked the students one by one until they remembered the meaning of the day.

For evaluation, the teacher asked what they have learnt today. She asked the students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. When time was up, the teacher asked students to get preparing and praying together before going home. The last, students shook hands with the teacher.

d. Fourth Meeting

The fourth meeting was carried out on Thursday, May 5th, 2016. The teacher opened the lesson, the teacher said, "Hello, students" (the teacher while smiling and clapping her hand) and the students answered, "Hello" (the students while laughing and clapping their hand). Next the teacher began the lesson by

asking students to reflect. The teacher gave instruction by her gesture, "Berdiri, anak-anak. Raise your hand *angkat tangan kalian* and wave your hand and sit down *duduk!*". After that, the teacher will begin the lesson.

In this lesson, the teacher used two methods, such as grammar translation method (GTM) and total physical respon (TPR); the teacher used material of vocabulary about activities by the sentences and then the teacher asked the students to repetition (using grammar translation method (GTM)). In addition, the teacher invited the students reheating of the body before they studied in the classroom (using total physical respon (TPR)). The teacher asked students for guessing the sentences that are said by the teacher, "my mother goes to market *Ibu saya pergi ke pasar*" (by lips and gesture). The students paid attention seriously and tried to guess. The students were very attracted to this lesson and students guessed to answer question of the teacher. "Anyone can answer?", said the teacher. The students tried to answer, but the students did not answer of this guess, the teacher gave the answer key. The teacher tried again with other sentences for the students to guess.

The writer found the planning of the lesson like small notes. The teacher wrote the material, the topic of the lesson was about "ACTIVITIES".

Table 4.3. List of Material that the Teacher Wrote on the Whiteboard.

No	English	Indonesian
1	My mother goes to market.	<i>Ibu saya pergi ke pasar.</i>
2	I go to school.	<i>Saya pergi ke sekolah.</i>
3	I study in the class.	<i>Saya belajar didalam kelas.</i>
4	My father reads book.	<i>Ayah saya membaca buku.</i>
5	I am hungry.	<i>Saya lapar.</i>
6	I am strong.	<i>Saya kuat.</i>

For evaluation, the teacher repeated some sentences to guess that the teacher taught at the past time and students wrote the sentences that were said by the teacher. The last, the teacher corrected the sentences that students wrote. When time was up, the teacher asked students to get preparing and praying together before going home. The last, students shook hands with the teacher.

From the interview with the teacher, the writer gained some information that related to the teacher preparation and opinion about teaching English in the classroom. It is proved by the result of interview. The teacher said that her students are very attracted to learn English and they interest to learn English. The teacher often use pictures or thing in the classroom. In teaching and learning, the teacher used grammar translation method (GTM), reheating before or after starting the lesson as total physical respon (TPR) to hearing impairment students. In evaluation, the teacher always follow the students to repeat vocabulary in the lesson because their memory is decrease. The teacher also said that in the teaching and learning, the teacher seldom used the book and do not always use lesson plan. This school uses curriculum for special need students. The teacher could not achieve indicator because her students do not same like normal students. The teacher believe the material were given to the students can be understood by them and If the teacher feels the students less understand, the teacher will ask to the students what are the students less understand or do not understand.

2. The Problems Faced by the Teacher in the Teaching and Learning of English for Hearing Impairment Students

Based on observation and interview, the writer found that the English teacher at SLBN Pelambuan had the problems in the teaching and learning English at seventh grade. Further description, these are some description about the problem were faced by the teacher.

During the observation, the teacher has the problems. The problems appeared to the students, the teacher and condition of the class. Short students concentration caused the teacher difficult to get attention of students for long period. All the observation, the writer found that the students can concentrate to the lesson is short time. In the classroom, the teacher taught seventh grade, eighth grade, and ninth grade by combining into one class.

It was proved by interview results with the teacher about the problem which were faced in teaching and learning English for hearing impairment students. There is the condition of the class, such as: tools to teach, classroom become judgment of the school. Management class is not good caused the teacher cannot complicate to give extra responsibilities to seventh grade, eighth grade, and ninth grade of hearing impairment students in one class that combining three level students. Hearing impairment students is a special children because they have disability but they can smile and spirit to go to school.

Hearing impairment students resulted in the limited amount of words that they had mastered and understood. The low vocabulary mastery of the students

could be seen from the interview with the teacher that the students had difficulty in translating English word to Indonesia and vice versa.

Other the problems is commounication that students used language less understood by the teacher, because she was not graduated from special education. The teacher tried to superintend all the problems through hearing impairment students by using the ways that cannot be used to the normal students. This school used sign language, lips and gesture. Sign language course learnt when elementary school and their education will develop to the lips and gesture in junior high school and senior high school. The key of teaching hearing impairment students was understanding of sign language and gestures. The teacher tried to understand disability of hearing impairment students. She is calm to the teaching process with anything condition.

B. Discussion

In the previous chapter mentioned, there are two questions addressed in this research: (1) how is the teaching and learning of English for hearing impairment students? (2) what are the problems faced by the teacher in teaching and learning English for hearing impairment students?

Since questions number 1 and 2 related to each other, the writer will try to collaborate the obtained data to answer these two questions. To answer the first research question, the main data was obtained from the observation and interview of the teacher.

1. Teaching and Learning English at SLBN Pelambuan

Generally, it can be said that the teaching and learning of English at SLBN Pelambuan performed is good. When the teaching, the teacher used material and applied grammar translation method (GTM) and total physical respon (TPR), media as well as is pictures. The teacher used pictures as media, and she performed evaluation.

During the fifth time of observation and interview, the writer said that the teacher seldom used material in the book every meeting. In this school, students had different age and different thinking. So, the material adapted to different the students characteristic that has variation of the different. The teacher do not always use lesson plan in teaching and learning. The topic was taught by the teacher, there are: vegetables, colors, days and activities. The teacher taught by using pictures and things around in the classroom. According to Napsi (2015), pictures and things as object in the teaching and learning are helpful in illustrating new concepts, vocabulary and providing a context for a new subject or situation. The teacher using of visual memory in hearing impairment students is more developed than their auditory memory.

In the teaching and learning, the writer also found out that the teacher often came to the students when they worked individually, and the teacher spoke with them by using sign language, lips and gesture that they can see it. According to Westwood (2009) he said that using sign language, lips, and gesture are combination of the approach that agree to be used by the teacher for hearing impairment students. These combination named as total communicative approach

to help hearing impairment students to comprehend, express ideas, and opinion to others.

The writer observed the teacher method that was used in teaching and learning English is two methods. The writer found out the teacher often applied grammar translation method (GTM) and students are taught in translating Indonesian into English. The teacher explained to them step by step. According to Freeman (2000) he said that the students can understand the meaning and use a new vocabulary by translating one by one of the words. The students used their memorize to remember. In teaching and learning, the teacher also use relaxed before or after start the lesson likes total physical respon (TPR) to the hearing impairment students. According to Freeman (2000), the teacher used TPR because this method is the importance to students become enjoyed and can developed in order to reduce the stress people when studying of the language.

Based on data presentation, the evaluation of teaching and learning English that used in the classroom was proficiency tests and portofolio assessment. The teacher asked students to remember what the past time of the lesson. According to Freeman (2000) that Language learning is a process of habit formation. The more often some thing is repeated.

From the result of observation, it can be concluded that the teacher of English at SLBN Pelambuan has good in teaching and learning English activities that adapted to the students disability.

2. The Problems Faced by the Teacher in the Teaching and Learning of English for Hearing Impairment Students

During on observation, the teacher has the problem. Short students concentration caused the teacher was difficult to get students attention for long period. The writer found that the students can concentrate to the lesson is was short time to teach. In the classroom, the teacher taught seventh grade, eighth grade, and ninth grade by combined of one class. When the teaching and learning, the students sometime cannot control emotion because hearing impairment of students have emotion that cannot be controled. According to Rose (2012), hearing impairment students with emotional problems are pervasive mood of unhappiness under normal circumstances or show inappropriate types of behavior under normal circumstances. The teacher needs to understand that have a positive impact on hearing impairment students ability to seek solutions and work in concert with those trying to help them. According to English Club (2016) that the teacher need to adapt their expectations and seek assistance from both specialists and other students.

On interview, the teacher said that building a relation with students is very important in order to make them feel comfortable in the learning. On the classroom, the teacher should come to students individually and the teacher helps students. The teacher has problems in teaching and learning process. One of the problems is communication that students used language less understood by the teacher, because she was not graduated from special education. So that, she did not learn about sign language and so on. The teacher tried to superintend all the

problems through hearing impairment students by using the ways that cannot be used to the normal students. For one example, the teacher always beside them when studying, because the students need helped from the teacher. According to Easterbrooks (2012), ASL may be the children natural language and may best prepare child for later learning of English language skill. Almost all of the hearing impairment students have sign language as mother language. It will bring to communicate in environment and school.

Another problem is hearing impairment students resulted in the limited amount of words that they had mastered and understood. The low vocabulary mastery of the students could be seen from the observation. The students had difficulty in translating English word to Indonesia and vice versa. According Ajuwon (2008), the child with disability is a person who has limitation and different capabilities from a normal persons. So that, it will affect the flexibility of physical activities, confidence and self esteem, relationships with others and with the environment. Children with disability have obstacle in attending the class, especially of hearing impairment students.