

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was about English teaching and learning in SMPLB A Fajar Harapan Martapura, presented in the form of description. The data have been obtained in this research through interview and observation.

Description of the results of this study were based on the formulation of the problem that refers to the research questions in Chapter I, how English teaching and learning in SMPLB A Fajar Harapan Martapura, which includes: learning approaches, methods and learning techniques, learning media, and obstacles and copes in English language teaching and learning.

The results showed in the following data as follows:

1. Teaching and Learning Approaches

Based on 10 observations that researcher did on January 24th through February 23th 2017 with teachers of SMPLB A Fajar Harapan Martapura about the teaching and learning approach. Researcher saw that students were very fond of English subject, judging from the attitude and response of students was very good when learning. In addition, students looked very happy and comfortable learning a new language, so that in conveying English subject teachers provide vocabulary as well as translation for easy memorable by students, so researcher can conclude in the learning process teachers using cognitive and communicative approach with application using Grammar

translation Method, audio lingual method, discussion, and question and answer based on how the teacher gave a lessons in the classroom.

Observations made by the researcher in both participants and non-participants. Participant methods required researcher to engage in the activities of children and adolescents. While non-participant methods only observed from outside, no need to be involved. Observations made directly at the school during the learning process and outside of school hours.

Based on the results of interviews that researcher did with teachers of SMPLB A Fajar Harapan Martapura about the approaches in English teaching and learning.

The teacher said that: "The students were very fond of English subject, this is probably because the language used is English and the students love to learn a new language, so that in conveying the English lesson materials in terms of any approach is always connected and suitable to use, can be with communicative approach or cognitive approach."

So, based on observation data and interview, the researcher concluded approach of English teaching and learning in SMPLB A Fajar Harapan was using communicative and cognitive approach.

2. Method and Technique in Teaching and Learning

The suitability of materials with methods and techniques applied in the explained of materials, it was very important to be considered in order to achieve the teaching and learning objective.

Based on the results of interviews and observations that researcher did with teachers of English subjects in SMPLB A Fajar Harapan Martapura.

The teacher said that: “Not only explain the English subject, but also able to make students know, understand, and want to practice what has been known after English lesson, especially in speaking.

In explaining the subject matter of the English teacher SMPLB A Fajar Harapan often use various methods and techniques. The most commonly used methods were GTM or grammar translation method, audiolingual method, discussion, and question and answer. While the technique usually used was grammar translation method, to translate the vocabulary/sentence given and dictation (sentence) the sentences without writing it on the black or whiteboard, but the teacher spoke the letters (spelling) so that students easy to write it. The difference between ordinary alphabet letters and the letter for the visually impaired so that teachers feel more effective in the deck so as to maximize students hearing.

The teacher said that: “The use of method should be suitable to the materials, facilities and learning tools, and also should be appropriate to the conditions, both the condition of the school environment and the condition of the teacher and the students.

The use of method of grammar translation method/ GTM according to the English subject teachers especially for the students of class VII SMPLB A Fajar Harapan felt very appropriate, because students not only read but they required to understand the meaning of words and sentences given in English teaching and learning. Through the GTM method the teacher applied the word translation technique. In addition to paying attention to the context of the correct sentence in accordance with grammatical English or Grammar writing was preferred. So this method applied by teachers in teaching and learning.

The use of Audiolingual method, according to English subject teachers, was used ethics to play songs, listen the English conversation or dialogue, dictate lessons, and others that require students to use their sense of hearing. So this method indirectly makes students optimize the sense of hearing by hearing conversations in English and others.

The teacher usually give a listening test for all of students with the some steps, in the beginning step the teacher ask the students to prepare them self to listen carefully about the audio (conversation, dialogue, song, and ect). Then, the teacher invite students to sing a song together based on listening activity. The last the teacher ask students to know the translation about the text in conversation, dialogue, or song.

The use of discussion methods, according to the teachers of English subject that:

“When used the teachers want to stimulate students to think or willing to issue their own opinions individually, about English material being studied. In addition, teachers argue that the method of discussion can also be used as a solution, so that the teaching and learning process was still running, although the sound condition of teachers slightly disturbed, due to physical health problems.

So there the teacher only serves as a director, and the facilitator in providing the best solution or less understandable by the students.

Furthermore, according to English subject teachers, that the used of Question and Answer method if the teacher wants from the students the right answers and to find out where the level of student understanding. In questioning, the questions sometimes from the students, in this case the

teacher or other students can provide answers. If the student did not answer questions from the teacher, then the teacher answered the questions.

Thus, based on observation and interview data, it concluded that the method of English teaching and learning in SMPLB A Fajar Harapan was using Grammar translation method, Audiolingual method, Discussion and Question & Answer.

3. Media in Teaching and Learning

In teaching and learning activities, the presence of media had an important meaning, because the media is a instrument for channeling learning information. According to interviews and observations that researcher did with English subjects teachers in SMPLB A Fajar Harapan Martapura, that the learning media used by teachers was still in a simple context such as audio, English songs because it did not allow them to use visual media such as images etc., so the teacher only focused on fun ways and make students more creative in order not to get bored in the class. In addition, the teachers to permit for students to bring a laptop as a media of learning that used, students had applications that were usually used by people with visual impairment, used laptop equipped with screen reader software. What distinguishes the PC in general is the existence of screen reader software that is installed on the windows operating system with a common brand used JAWS (Jaws Access with Speech). The workings of JAWS are quite simple. This program is designed to make it easier for the visually impaired to operate the computer

without visual aid. Any commands entered through the keyboard will be read by software to audio form. Suppose we press the letter A, then the computer will mention the letter A in English. All commands performed also use the keyboard, so the total Mouse tool is not used by visual impairment users.

The result of observation and interview with teacher and students at VII grade SMPLB A Fajar Harpan Martapura was students using learning media in writing activity using reglet and stylus (pen). Reglet and stylus/ pen are the oldest tools used to write Braille. This tool was first created by Charles Barbier. Its main advantages are its portability and affordable price. This tool consists of two plates connected with a hinge. The bottom plate has impenetrable holes that serve as dot molds. The translucent hole-shaped top plate serves as a guide in Braille writing. A nail-shaped pen is used for plugging on paper that has been installed in the reglet. Types and materials of the tool in various, but the most widely used is the reglet with 4 rows and 27 rows of rows.



Figure 2 Reglet and Stylus



Figure 3 Braille book



Figure 4 Braille line

Thus, based on observation and interview data, it was concluded that English learning media at SMPLB A Fajar Harapan was using manual media

such as reglet, stylus, braille book, and modern media such as music/ audio, and computer with JAWS application.

4. Obstacles and Cope in Teaching and Learning

Based on the observation, one of the obstacles in English education in SMPLB A Fajar Harapan Martapura is caused by 2 factors, internal and external factors, internal factors are the obstacles experienced by the innumerable students who have different ability to receive lessons, while the factors Externally is the limited ability of English education teachers competent to handle children with special needs, because the teacher's background is not from extraordinary special need education and the limited resources used to support the teaching process of English education. In addition, the teaching style used by teachers in practice was fairly traditional.

In overcoming the existing obstacles the teachers of English subjects learn more about the characteristics of students with special needs especially the visually impaired students, thus increasing understanding of how to provide English language teaching. In addition, teachers try to give advice to students not to be easily discouraged about the barriers that students have, thereby increasing students' confidence in following the lesson.

Thus, based on observation data and interview concluded the obstacle of learning English in SMPLB A Fajar Harapan was driven from 2 factors that are internal and external factors.

B. Discussion

Based on the results of research on English teaching and learning in SMPLB A Fajar Harapan Martapura shows that English learning in SMPLB A Fajar Harapan Martapura can be said good, it is seen with the planning of learning English and referring to the syllabus and curriculum used, the use of varied methods And adapted to the needs of students, the presence of adequate media or aids, the use of a good approach, have complete braille textbooks, student activities and teachers in fluent learning and implementation of an optimal evaluation. But nevertheless something must be nothing perfect, there must be some flaws both visible and invisible.

Based on the result of the research in the learning approach done by the English subjects teacher at SMPLB A Fajar Harapan Martapura quite well, English material is always in contact with daily life/ activities and grammatical so that in practice the teacher used approaches that should be appropriate and to fulfil the needs of students with special needs visually impaired, but of course must be adapted to the material presented. English learning approach in SMPLB A Fajar Harapan Martapura using approach of cognitive approach and communicative approach. This is in accordance with the theory of learning that in learning English using approaches cognitive approach and communicative approach that is applied with the method grammar translation method, audiolingual method, and others. The use of a cognitive approach will develop the knowledge that the students had because the students were given the freedom to give answers to the questions given by the teacher. While the use of communicative approach will

train students to be more confident in using English to talk and discuss in the classroom.

Use of learning methods and techniques in teaching and learning English in SMPLB A Fajar Harapan Martapura, there are several things that become supporters, one of which is the methods and techniques that teacher use in the process of providing learning. Methods in learning is one unity that can not be separated in learning activities, every time there is a learning activity is definitely using the methods and techniques in the achievement. The use of varied methods and in accordance with the material delivered is very helpful in the way of teaching and learning process to be more able to achieve the most optimal results. Based on the research, teaching methods that teachers used in English teaching and learning in SMPLB A Fajar Harapan Martapura can be said good. This is seen with the use of learning methods that vary widely, using a variety of learning methods can eliminate boredom in the learning process, teaching, both on the teacher and students. This is in accordance with conventional theory of Understanding, learning is defined as an aid to students who are limited to aspects of intellectual and skill. The main element of learning is the experience of children as a set of events so that the learning process occurs. (H. Douglas Brown, 2001, p. 86) thus the level of bored in English teaching and learning process can be reduced and even may be eliminated. In using teacher's learning method to adjust to the learning materials, so the learning method used by English teacher SMPLB A Fajar Harapan Martapura is quite a lot, that is: Grammar translation method, Audiolingual method, discussion method, and Q & A method. There are

several methods in learning English that are usually used such as: Grammar translation method (GTM), Community language learning (CLL), Direct method (DM), Audiolingual method, Suggestopedia, Silent way, Total physical response. (H. Douglas Brown, 2001, p. 14)

The use of learning media based on the results of research, media and tools in the implementation of English teaching and learning process in SMPLB A Fajar Harapan Martapura is sufficient. It can be seen with the media or learning tool used in the learning process both manual and electronic. Specificity in using learning media for students with visual impairment due to their non-functioning or weak vision condition, so that the media used must be reach by hearing or touching. This can be seen by the existence of some medium and English learning tools that exist in SMPLB A Fajar Harapan Martapura, that is Reglette and stylus (pen) which is manual tool of braille letters, perkins braille, braille textbooks and Audio aids such as tape-recorder. This is in accordance with the theory of learning media for blind students in the form of reading boards (knobs), Reglete, and Stylus (pen) that is manual stationery, Braille perkins, Cassette. (Mashoedah, blog.uny.ac.id/mashoedah, 30 April 2017) Although the media in SMPLB A Fajar Harapan Martapura is quite adequate, but still felt insufficiency, because the subject of English is not limited to media and tools in SMPLB A Fajar Harapan Martapura mentioned above. However, this can still be overcome by teachers by taking the initiative themselves.

Obstacles and copes in teaching and learning can be seen that the obstacles encountered both for teacher and students there are 2 aspect from

internal and external factors in teaching and learning English in SMPLB A Fajar Harapan Martapura, while the copes to handle these obstacles is quite good. The copes that teachers did by learning about the character of students with special needs or visual impairment students is as an copes to improve the competence in teaching students. The copes that students did is to further increase their confidence, so that whatever the obstacles they encountered mainly because of the visual disturbance students continue to participate in teaching and learning process in SMPLB A Fajar Harapan Martapura.

So, based on the results of research in SMPLB A Martapura, teaching and learning approach that used is cognitive approach and communicative approach, while the method used is Grammar translation method, audiolingual method, discussion and question & answer. Media in teaching and learning used are manual media such as reglet and stylus (usually for writing), modern media such as computers, music, audio and Jaws and dictionary applications are usually used by students to check pronunciation.