

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of the study which is divided into two parts. The first section describes the data obtained by conducting observations related to grade VII C children at SLB Plus Madana Dun Ya Banjarmasin about the use of English language learning media for students with special needs. This discussion consists of analyzing the data described in the findings by comparing it with the theories that have been collected in this study. The second section contains a more in-depth explanation of the results and it is related to the theoretical review that researchers used in this study.

#### **A. FINDINGS**

In this section, researchers will present data from research on the use of English language learning media for students with special needs that will be described as follows:

##### **1. Media that are used in teaching english for students with special needs.**

The use of learning media for children with special needs in English language learning must be formulated and planned according to the material and condition of the child. English language learning media for children with special needs should be used optimally for the benefit of the child. To meet the demands and needs of children with disabilities, the media used must meet the following conditions :

1. Easy to use
2. No harm
3. Attractive to children
4. Simple
5. Can develop children's motor
6. Practical

In this case the planning and selection of learning media should pay attention to the level of development and characteristics that the child has. The following is the media used in English language learning in grade VII C SLB Plus Madana Dun Ya Banjarmasin :

1. Laptop
2. Whiteboard
3. Pictures
4. Objects around

## **2. The Ways of The Teacher In Using Media in teaching english for students with special needs.**

From the description above about what media is used in English lessons for students with special needs, here is an explanation of the steps to use English learning media in grade VII C SLB Plus Madana Dun Ya Banjarmasin.

### **1) Laptop**

Laptop, The use of laptops in English language learning is done by means of a laptop placed on the student's desk, then displayed a learning video accompanied by music. students are then asked to follow and repeat the lesson shown in the video. The teacher sits next to the students teaching how to mention it by following the music slowly and over and over again. Such as lessons on the names of the days in English whose mention is followed by the music of the names of the day so that students are easier to follow, remember and memorize the learning materials.

### **2) Whiteboard**

The whiteboard is used by the way the teacher writes on the board with the drawings and the students follow the writing in their respective books with the pronunciation. then the teacher teaches slowly by starting with one student then the other student, and the teacher accompanying the student in the seat teaches writing English text with the teacher spelling each letter.

### **3) Pictures**

The image is used by the way the student is distributed a paper with an image of the object and the names of objects, then the student is asked to profit from cutting and pasting in their respective books according to the picture and the name of the

object. The accompanying teacher next to the student helps how to cut using scissors, pasting the image and the name of the object with glue, along with ways of slowly and repetitively mentioning the name of the object in English.

#### **4) Objects around**

With other objects around such as the teacher pointing a common object around the shirt, then the student is asked to answer using English, then the teacher teaches the mention in English in a repetitive way.

## **B. DISCUSSION**

Once the data is obtained and the process as described above, researchers have written and analyzed the data on the above findings. In this aspect, researchers want to explain what has been found and how it is related to expert theories about the use of English language learning media for children with special needs

The researcher's problem statement is: "What media is used in English language learning for students with special needs? and How do teachers use media in English language learning for students with special needs?" Therefore, the question seeks the answer. To answer the above study problems, researchers have conducted observations, interviews and documentation to the subjects in this study. Based on observations, the media is an intermediary of communication between teachers and

students that is tailored to the needs meaning that the teaching and learning process in SLB, the use of media is very important to the success of learning children with special needs. This is in line with the use of learning media for children with disabilities nurrohman opinion (2016).

Important learning aids are considered in teaching visually impaired children. This is because children with visual impairment are less able to think abstractly, they need concrete things. In order for responses to objects to be studied, adequate learning tools are needed. Further explained the characteristics of learning aids for children with disabilities, among others :

1. Color should be striking
2. The line of shape must be abstarck

Observation results in 8 meetings there are 4 learning media used in English lessons at SLB Plus Madana Dun Ya Banjarmasin

1. Laptop
2. Whiteboard
3. Pictures
4. Objects around

From the explanations and examples above illustrate that in this study, researchers found that from four media namely laptops, whiteboards, pictures, and objects around. Researchers can conclude why teachers always use learning media at every class meeting because learning media affects the success of the lesson. The media is very helpful in teaching English to children with special needs. Media is very easy to use by

teachers teaching English to students with special needs In addition, it makes it easier to teach and also does not make classes boring. Finally, students still feel focused during the learning process.