

Appendix 1

TRANSLATERY LIST

No	Surah	Verse	Translation
1	An nuur	61	<i>Tidak ada halangan bagi orang buta, tidak (pula) bagi orang pincang, tidak (pula) bagi orang sakit, dan tidak (pula) bagi dirimu sendiri, Makan (bersama-sama mereka) dirumah kamu sendiri atau dirumah bapak-bapakmu, dirumah ibu-ibumu, dirumah saudara- saudaramu yang laki-laki, di rumah saudaramu yang perempuan, dirumah saudara bapakmu yang laki-laki, dirumah saudara bapakmu yang perempuan, dirumah saudara ibumu yang laki-laki, dirumah saudara ibumu yang perempuan, dirumah yang kamu miliki kuncinya[1051] atau dirumah kawan-kawanmu. tidak ada halangan bagi kamu Makan bersama-sama mereka atau sendirian. Maka apabila kamu memasuki (suatu rumah dari) rumah- rumah (ini) hendaklah kamu memberi salam kepada (penghuninya yang berarti memberi salam) kepada dirimu sendiri, salam yang ditetapkan dari sisi Allah, yang diberi berkat lagi baik. Demikianlah Allah menjelaskan ayat-ayatnya (Nya) bagimu, agar kamu memahaminya.</i> It is no fault in the blind nor in one born lame, nor in one afflicted with illness, nor in yourselves, that ye should eat in your own houses, or those of your fathers, or your mothers, or your brothers, or your sisters, or your father's brothers, or your father's sisters, or your mother's brothers, or your mother's sisters, or in houses which the keys are in your possession, or in house of a sincere friend or yours: there is no blame on you, whether ye eat in company or separately. But if ye enter houses, salute each other a greeting of blessing and purity as from Allah. Thus, does Allah make clear the signs to you: that ye may understand.

Appendix 2

A. Description of Research Location

According to administration staff, document and head of *SLBN* Pelambuan which located on Barito Hulu street west Banjarmasin south borneo was established in 14 July 1984 by government. Building of special needs school in Pelambuan is suggested very important because many of children that need special needs education. Therefore, the special needs school was established in Pelambuan.

SLBN Pelambuan is divided into 3 school: *SDLB*, *SMPLB* and *SMALB*. *SDLB* is divided into 27 classes, *SMPLB* is divided into 12 classes and *SMALB* is divided into 3 classes. *SLBN* Pelambuan supplies 5 categories of students with special need in elementary education until senior education degree. They are visual impairment, hearing impairment, mental retardation, cerebral palsy and autism/multiple disabilities. Amount of students in *SLBN* Pelambuan are 199 students that is divided 118 of male and 81 of female in various of categories of students with special need.

B. Vision, Mission and Objective of Education at *SLBN* Pelambuan Banjarmasin

Vision

Terwujudnya lulusan anak berpendidikan khusus yang bertaqwa, berbudi luhur, dan mandiri

Mision

- a. *Mengusahakan lulusan dapat melanjutkan pendidikan yang lebih tinggi baik melalui inklusi maupun pendidikan luar sekolah dengan meningkatkan nilai nerm pada uas*

- b. Melengkapi melaksanakan pengembangan sarana dan prasarana pendidikan umum dan khusus
- c. Melaksanakan pengembangan Kurikulum
- d. Meningkatkan kemampuan profesional tenaga pendidikan dan kependidikan
- e. Melaksanakan pengembangan agama dan prestasi anak
- f. Melaksanankan dan melengkapi administrasi sekolah

Objective of Education at SLBN Pelambuan Banjarmasin

- a. Siswa beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
- b. Meningkatkan pemahaman terhadap diri sendiri sehingga mampu mandiri dan berpartisipasi di masyarakat.
- c. Siswa memiliki dasar-dasar pengetahuan, kemampuan dan ketrampilan untuk melanjutkan pendidikan pada jenjang yang lebih tinggi.
- d. Meningkatkan SDM guru untuk memenuhi setifikasi dan standarmutu pendidikan.

C. Description of Students at SMPLBN Pelambuan Banjarmasin

No.	Kelas	B		C		C		D		Autis		Jumlah
		L	P	L	P	L	P	L	P	L	P	
1.	VII	2	3	4	2	3	-	-	-	2	-	16
2.	VIII	1	1	1	-	-	2	1	-	1	1	8
3.	IX	1	3	-	-	3	2	-	-	1	-	10
JUMLAH												34

D. The Description of Students with Mental Retadation at SMPLB C

No	Class	Male	Female	Total
1	VII C1	1	2	3
2	VII C2	2	1	3
3	VIII C	1	-	1
4	IX C	-	-	0

E. Description of Teachers and Administration Staff at *SMPLBN* Pelambuan
Banjarmasin

NO	NAME/NIP	S	POSITION	SUBJECT
1.	Salmah, S.Pd NIP. 19710916 199303 2 004	P	Headmaster	PKn
2.	Soehwati Halim, S.Pd NIP. 19640104 198601 2 005	P	Teacher	IPS
3.	Rosada, S.Pd NIP. 19711205 199702 2 002	P	Teacher	IPA
4.	Suri Wijayadi, S.Pd NIP. 19660423 199412 1 003	L	Teacher	B. Indonesia
5.	Sarjana NIP. 19600722 198804 1 001	L	Teacher	B. Inggris
6.	Puji Astuti, S.Pd	P	Teacher	Matematika
7.	Sri Untari, S.Pd	P	Teacher	PAI
8.	Sahat Mangapul N, S.Pd	L	Teacher	Penjaskes
9.	Khoerul Muatho, S.Pd	L	Administration Staff	Staff TU

F. Description of Facilities at *SMPLBN* Pelambuan Banjarmasin

NO	FACILITIES	TOTAL	EXPLANATION
1	Principal office	1	Good
2	Library	1	Good
3	Administrative office	1	Good
4	Teacher office	1	Good
5	Classroom	10	Good
6	UKS	1	Good
7	Library	1	Good
8	Toilet	2	Good
9	Chair	40	Good
10	Table	40	Good
11	Cupboard	10	Good
12	Computer	4	Good

Appendix 3

PEDOMAN WAWANCARA

A. Kepala sekolah

1. Bagaimana sejarah singkat berdirinya SLBN Pelambuan dan khususnya kelas SLB C untuk anak tunagrahita?
2. Bagaimana letak geografis bangunan SLBN Pelambuan ini?
3. Bagaimana kondisi siswa, guru dan keadaan fisik SLBN Pelambuan?

B. Guru

1. Apa latar pendidikan anda?
2. Berapa lama anda mengajar bahasa Inggris di SLB C ini?
3. Apa saja masalah yang anda hadapi dalam mengajar anak tuna grahita dalam pembelajaran bahasa inggris?
4. Bagaimana teknik anda dalam menghadapi masalah tersebut?
5. Apakah anda mengetahui teknik multisensory?
6. Bagaimana menurut anda jika teknik ini diterapkan kepada anak tuna grahita khususnya dalam pembelajaran kosa kata bahasa Inggris?
7. Apakah menurut anda teknik ini dapat membantu siswa dalam mempelajari kosa kata bahasa Inggris? Dan alasan
8. Apa saja kendala dalam menerapkan teknik multisensory ini dalam pembelajaran dikelas? Bagaimana cara mengatasi kendala tersebut?
9. Apa saja kelebihan dan kekurangan dari teknik multisensory ini dalam pembelajaran kosa kata bahasa Inggris?
10. Apakah anda bersedia menerapkan teknik multisensory dalam pembelajaran bahasa inggris selanjutnya?

C. Administrasi

1. Berapa jumlah tenaga pengajar di SLBN Pelambuan dan latar belakangnya?
2. Berapa jumlah tenaga administrasi di SLBN Pelambuan?
3. Berapa jumlah murid di SLBN Pelambuan khususnya anak tuna grahita?
4. Bagaimana penyediaan sarana atau fasilitas di SLBN Pelambuan?

Appendix 4

PEDOMAN OBSERVASI

1. Bagaimana proses aktivitas pembelajaran bahasa Inggris di kelas control?
2. Teknik apa yang digunakan oleh guru?
3. Media apa yang digunakan oleh guru?

Appendix 5

FIELD NOTE I

Initial Teacher : S
Observer : Norhidayah
Day /Date : Friday, 5 February 2016
Time : 09.45 a.m.
Place : VII C2 (Control Class)
Material : Pencil and Book
Note :

- **Activity**

In pre-activity, the teacher greets students, invites the students to pray prior to start the lesson and then checks the students' presence list. In while-activity, the teacher wrote name of vocabularies and meaning of vocabularies that are taught in whiteboard by using marker. The teacher asked students to write those vocabularies in their book and then all of students wrote vocabularies. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the words, all of students repeat the teacher's pronunciation. The teacher indicated the vocabulary in whiteboard and then asked all of students to pronounce repeatedly. The teacher asked every student to pronounce directly until students can pronounced the words correctly. In post-activity, the teacher gave motivation to students in learning and then invited the students to pray.

- **Media**

The teacher uses whiteboard and marker, these media is used to write vocabularies and meaning of vocabularies.

- **Technique**

The teacher used technique translation and drilling in teaching vocabulary process. Translation technique is a technique which teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique which teacher asked students to pronounce words directly and correctly.

FIELD NOTE II

Initial Teacher : S
Observer : Norhidayah
Day /Date : Saturday, 6 February 2016
Time : 09.45 a.m.
Place : VII C2 (Control Class)
Material : Pen and Eraser
Note :

- **Activity**

In pre-activity, the teacher greets students, invites the students to pray prior to start the lesson and then checks the students' presence list. In while-activity, the teacher wrote name of vocabularies and meaning of vocabularies that are taught in whiteboard by using marker. The teacher asked students to write those vocabularies in their book and then all of students wrote vocabularies. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the words, all of students repeat the teacher's pronunciation. The teacher indicated the vocabulary in whiteboard and then asked all of students to pronounce repeatedly. The teacher asked every student to pronounce directly until students can pronounced the words correctly. Two students faced difficult in pronunciation of eraser and teacher asks these students to repeat words correctly. In post-activity, the teacher gave motivation to students in learning and then invited the students to pray.

- **Media**

The teacher uses whiteboard and marker, these media is used to write vocabularies and meaning of vocabularies.

- **Technique**

The teacher used technique translation and drilling in teaching vocabulary process. Translation technique is a technique which teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique which teacher asked students to pronounce words directly and correctly.

FIELD NOTE III

Initial Teacher : S
Observer : Norhidayah
Day /Date : Thursday, 11 February 2016
Time : 09.45 a.m.
Place : VII C2 (Control Class)
Material : Chair and Table
Note :

- **Activity**

In pre-activity, the teacher greets students, invites the students to pray prior to start the lesson and then checks the students' presence list. In while-activity, the teacher wrote name of vocabularies and meaning of vocabularies that are taught in whiteboard by using marker. The teacher asked students to write those vocabularies in their book and then all of students wrote vocabularies. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the words, all of students repeat the teacher's pronunciation. The teacher indicated the vocabulary in whiteboard and then asked all of students to pronounce repeatedly. In this meeting, students faced difficulty in pronunciation of chair and table. The teacher asked every student to pronounce directly until students can pronounced the words correctly. In post-activity, the teacher gave motivation to students in learning and then invited the students to pray.

- **Media**

The teacher uses whiteboard and marker, these media is used to write vocabularies and meaning of vocabularies.

- **Technique**

The teacher used technique translation and drilling in teaching vocabulary process. Translation technique is a technique which teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique which teacher asked students to pronounce words directly and correctly.

FIELD NOTE IV

Initial Teacher : S
Observer : Norhidayah
Day /Date : Friday, 12 February 2016
Time : 09.45 a.m.
Place : VII C2 (Control Class)
Material : Marker and Whiteboard
Note :

- **Activity**

In pre-activity, the teacher greets students, invites the students to pray prior to start the lesson and then checks the students' presence list. In while-activity, the teacher wrote name of vocabularies and meaning of vocabularies that are taught in whiteboard by using marker. The teacher asked students to write those vocabularies in their book and then all of students wrote vocabularies. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the words, all of students repeat the teacher's pronunciation. The teacher indicated the vocabulary in whiteboard and then asked all of students to pronounce repeatedly, the students faced difficulty in pronunciation of whiteboard. Therefore, whiteboard word often is repeated. The teacher asked every student to pronounce directly until students can pronounced the words correctly. In post-activity, the teacher gave motivation to students in learning and then invited the students to pray.

- **Media**

The teacher uses whiteboard and marker, these media is used to write vocabularies and meaning of vocabularies.

- **Technique**

The teacher used technique translation and drilling in teaching vocabulary process. Translation technique is a technique which teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique which teacher asked students to pronounce words directly and correctly.

FIELD NOTE V

Initial Teacher : S
Observer : Norhidayah
Day /Date : Saturday, 13 February 2016
Time : 09.45 a.m.
Place : VII C2 (Control Class)
Material : Ruler and Bag
Note :

- **Activity**

In pre-activity, the teacher greets students, invites the students to pray prior to start the lesson and then checks the students' presence list. In while-activity, the teacher wrote name of vocabularies and meaning of vocabularies that are taught in whiteboard by using marker. The teacher asked students to write those vocabularies in their book and then all of students wrote vocabularies. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the words, all of students repeat the teacher's pronunciation. The teacher indicated the vocabulary in whiteboard and then asked all of students to pronounce repeatedly, the students faced difficulty in pronunciation of bag. Therefore, bag word often is repeated. The teacher asked every student to pronounce directly until students can pronounced the words correctly. In post-activity, the teacher gave motivation to students in learning and then invited the students to pray.

- **Media**

The teacher uses whiteboard and marker, these media is used to write vocabularies and meaning of vocabularies.

- **Technique**

The teacher used technique translation and drilling in teaching vocabulary process. Translation technique is a technique which teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique which teacher asked students to pronounce words directly and correctly.

Appendix 6

Transcript of Interview with Teacher

Wawancara dilakukan pada hari Selasa 26 April 2016 pada pukul 10.00. Ini adalah jam istirahat dan peneliti menemui guru (S) di ruang kelas.

N : “Selamat Siang pa”

S : “Selamat Siang, ada perlu apa”

N : Begini pa, saya mau melanjutkan penelitian untuk wawancara sama bapa

S : Oh iya, bisa sekarang

N : Makasih pa

S : iya

N : untuk pertanyaan pertama, apa latar pendidikan anda?

S : S1 PGSD

N : Berapa lama anda mengajar bahasa Inggris di SLB C ini ?

S : hampir 10 tahunan

N : Apa saja masalah yang anda hadapi dalam mengajar anak tuna grahita dalam pembelajaran bahasa inggris?

S : Anak tuna grahita mengalami kesulitan dalam mengucapkan, menulis dan lambat memahami kata dalam bahasa inggris

N : Bagaimana teknik anda dalam menghadapi masalah tersebut

S : Teknik pengulangan dan terjemah kata-kata bahasa inggris yang sering dipakai karena anak tuna grahita mudah lupa

N : Apakah anda mengetahui teknik multisensory? Bagaimana menurut anda jika teknik ini diterapkan kepada anak tuna grahita khususnya dalam pembelajaran kosa kata bahasa Inggris?

S : Iya, teknik multisensory adalah teknik yang melibatkan semua panca indra siswa seperti pengelihatan, pendengaran, sentuhan dan gerakan.

Saya pikir teknik multisensori sangat cocok untuk anak tuna grahita yang memiliki keterbatasan intelektual karena melibatkan panca indra mereka akan menjadi lebih mudah untuk mereka menangkap pelajaran karena semakin banyak indra siswa yang dilibatkan dalam pembelajaran akan lebih baik.

- N : Apakah menurut anda teknik ini dapat membantu siswa dalam mempelajari kosa kata bahasa Inggris? dan tolong berikan alasannya!
- S : Iya, saya pikir teknik ini akan dapat membantu karena teknik multisensori melibatkan semua panca indra siswa akan lebih efektif dalam pembelajaran khususnya pelajaran bahasa inggris. Anak tuna grahita memerlukan dorongan yang berupa verbal, isyarat dan fisik agar dapat merespon dengan benar. Dengan menggunakan multisensori akan melibatkan dorongan yang berupa verbal, isyarat dan fisik. Dorongan verbal berbentuk pertanyaan atau perintah, contohnya ketika guru memerintahkan siswa untuk meletakkan buku dalam tas. Dorongan isyarat berupa guru menunjukkan buku dan tas dan terakhir dorongan fisik berupa guru memegang tangan siswa untuk meletakkan buku kedalam tas.
- N : Apa saja kendala dalam menerapkan teknik multisensori ini dalam pembelajaran dikelas? Bagaimana cara mengatasi kendala tersebut?
- S : Penerapan teknik multisensori memerlukan banyak media. Cara mengatasi kendala itu adalah adanya sumber yang memberikan tentang informasi tentang pelaksanaan teknik multisensori dan penyediaan media untuk pembelajaran
- N : Apa saja kelebihan dan kekurangan dari teknik multisensori ini dalam pembelajaran kosa kata bahasa Inggris? Apakah anda bersedia menerapkan teknik multisensory dalam pembelajaran bahasa inggris selanjutnya?
- S : Teknik multisensori dapat memudahkan anak tuna grahita dalam menerima dan menangkap pembelajaran namun dalam pelaksanaannya lumayan sulit karena banyak media yang diperlukan
- Iya, saya akan mencoba menerapkan teknik ini dalam proses pembelajaran karena teknik ini tepat dengan kondisi anak tuna grahita.

Appendix 7

PRE TEST

NAME :

CLASS:

1. Arrange letter of words

R	A	S	E	R	E
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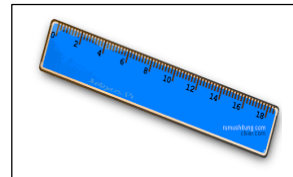
G	B	A
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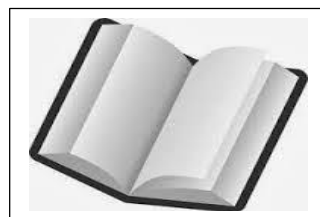
C	E	P	L	I	N
---	---	---	---	---	---



R	L	E	R	U
---	---	---	---	---



O	B	K	O
---	---	---	---



2. Fill in the blank

		N
--	--	---



	H			R
--	---	--	--	---



T				E
---	--	--	--	---



M					R
---	--	--	--	--	---



W		I			B	O		R	
---	--	---	--	--	---	---	--	---	--



3. Pronunciation

Give mark in correct if students can pronounce correctly, give mark in incorrect if students cannot pronounce correctly!

Name of word	Correct	Incorrect
Table		
Chair		
Pencil		
Whiteboard		
Ruler		
Marker		
Eraser		
Pen		
Bag		
Book		

Appendix 8

POST TEST

NAME :

CLASS:

1. Fill in the blank

		A			R
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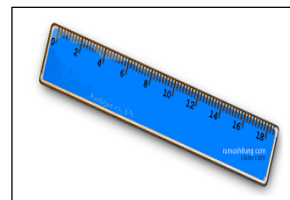
		G
--	--	---



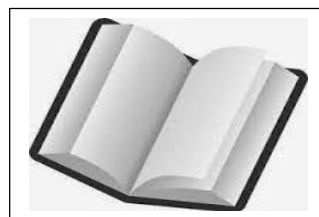
P					L
---	--	--	--	--	---



		L		
--	--	---	--	--



			K
--	--	--	---



2. Arrange letter of words

E	N	P
---	---	---



H A C R I



B E L T A



R E K M R A



W I H E T B A O R D



3. Pronunciation

Give mark in correct if students can pronounce correctly, give mark in incorrect if students cannot pronounce correctly!

Name of word	Correct	Incorrect
Table		
Chair		
Pencil		
Whiteboard		
Ruler		
Marker		
Eraser		
Pen		
Bag		
Book		

Appendix 9

TABEL NILAI “t” UNTUK BERBAGAI df (db)

df atau db	Nilai “t” pada taraf signifikansi	
	5%	1%
1	12,71	63,60
2	4,30	9,92
3	3,18	5,84
4	2,78	4,00
5	2,57	4.03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,25

Appendix 10



CURRICULUM VITAE

1. Name : Norhidayah
2. Place and Date of Birth : Mandomai, 21 August 1993
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Unmarried
7. Address : Cengkeh Street Gatot Subroto No.30 Banjarmasin
8. Education : a. TK Antang, Kuala Kapuas, 1999
b. SD Antang, Kuala Kapuas, 2006
c. MTs Muhajirin Antang, Kuala Kapuas, 2009
d. MA Ibtidaussalam, Barito Kuala, 2012
9. Parents : a. Father's Name : Hasanuddin
b. Mother's Name : Asiah
10. Siblings : Norhayati