

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer describes the result and discussion. The data obtained is expected to be able to answer the research problem mentioned in the first chapter, which are; what are the techniques of English teaching at SMPLB Siswa Budhi Surabaya and how that technique are implemented at SMPLB Siswa Budhi, Surabaya.

To answer the first question, the writer needs observe the class to know the technique that teacher used in teaching English. It is also use an observation checklist to know the result. The data also supported by the result of interview with the teacher who teach in that school to know the using of the technique deeper.

To answer the second question, the writer used an interview as an instrument. It was done to know how the English teacher can implement the technique. This second research formulation also deals with the effect of the technique for students with different ability at SMPLB Siswa Budhi, Surabaya. To know about the effect of the technique that implements at SMPLB Siswa Budhi Surabaya, the researcher gives a questionnaire for students. It has purpose to know the students response in learning English. If it has good response from the students, it means that the technique has a good effect for the students. But, if it has a bad response from the students, it means that the techniques have a bad effect for the students. It can be said that the

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believe that students can think and they will never forget about the lesson that has been given before. Mrs. Rahma has own way in giving this warmer. She correlates the lesson with the students' daily activities. For example, when she asks about "hand" she describes with "a part of body that use for writing". Then when talk about transportation, she ask the students transportation when they go to the school and etc. Mrs. Rahma also gives motivation to the students to make them has spirit in learning process. For example, after she reviews the lesson she always asks students' ambition, then she guide them how to reach their ambition. Actually it is also a part of the warmer because by this motivation, they will be active at the class and they will be not sleepy. By that way, teacher will be easy in presenting the next lesson.

It is interesting class that researcher meet. But unfortunately, Mrs. Rahma as an English teacher not opens the lesson or the class by using English as opening language. She feels worry about the students. It will be nice if she tries to use it and it will make students interested in learning English. It is because they have familiar with it.

About the process of teaching, Mrs. Rahma as an English teacher uses a clear and simple language in teaching. It has purpose to make the students understand and to get the students spirit and motivation in learning English. It is also to avoid a class crowding, because it disturbs another classes. That is the way that Mrs. Rahma does a long of the teaching.

In implementing the lesson, Mrs. Rahma uses some of variations suit with the necessary. For example she can use picture, she can use word that write in a card and etc. this has purpose to make the students not bored in learning process. It can make students happy with the lesson. As we know that students with different ability are the students who have low thinking. It means that they will be lazy if there are not variations in learning. They will leave the class without teacher permission. Because of this reason, the teacher should be creative in teaching. Moreover it is English that become their second language.

As general schools with their general students, teacher needs to give them feedback after she explains the lesson. It is as checking understandings to know are the students understood with teacher's explanation or not. Mrs. Rahma as an English teacher at SMPLB also does it to know the students understanding. But, there is still in different way. Students with different ability who have limited IQ need some simple way in everything they do. So do the feedback. They can receive the feedback when it is implemented in simple way.

As we know that students with different ability are students with some limitedness and everything should be in simple way. Because of that reason, teacher also should give them question clearly and concrete. They will understand the question if the teacher present it clearly. Mrs. Rahma as an English teacher does it to make her students understand her question and they

can answer it suits with its target. For the division of question, Mrs. Rahma fairs enough. She gives question for every student. It is not monotone for the student who smart. By this way she knows which student who understand or not.

About assignment, students with different ability also get some assignment like general students in a general school. The teacher has been setting about it. They get assignment suits with their ability. As the researcher knows in the first observation, they get assignment in interesting way. Every student gets paper that contains of some pictures suits with the topic. They should put it on their book then they fill the blank. So, their book full of pictures and colors. By this way, they can do their assignments creatively. This way also makes them comfortable in the class. By some activities in the class, they are not need to leave the class to get other activities. They are busy with their activities. It means that some of activities can make them comfortable in the class.

They just feel say to ask when they do not understand. It is not be problem.

They do their assignment means that they have enthusiasm in that lesson.

From that finding in the first observation, the researcher can conclude that teacher has been given their students with different ability a good technique in teaching. It has been proven by some responses of students. A good response from students means that teacher lucky enough in teaching. She can bring her students to understand her teaching. By some of activities in the class make students interesting and give attention to the English. It is good enough for students with different ability level. Because of their weakness, something that simple that can make them maximal is better than something difficult and perfect but nothing of the result.

b. The Second Observation

Held on : May, 10th 2011

Time : 08.00 AM- 09.00 AM

Topic : Transportation

Class : VII Tuna Grahita C SMPLB Siswa Budhi, Surabaya

Teacher : Sri Dwi Rahmawati, M.Pd

At this observation, the researcher focused on the teacher's ways of teaching that implement in the class. It still like the first observation, the researcher observes the activities on the class start from opening until the closing of the lesson. But, this observation is next observation and it is more

focus on the teacher's techniques in teaching English. So, in this observation the checklist is more specific than the first observation.

As the first observation, Mrs. Rahma as an English teacher opens the lesson at 08.00AM. It is like the usual; she does an opening by greeting. After that she reviews the previous lesson as students' warmer. Then she gives her students a lot of motivation to make them have spirit in learning especially in English.

In teaching activities, teacher uses a clear and simple language to make her students understand her lesson. The most important one is the teacher technique in teaching. She has some variation technique in teaching. The first is picture. Using picture is the first technique in teaching English as a second language. Almost the topic in English lesson uses picture. It has correlation with the condition of the students who often feel boring in the class. By using picture, they always get new variation in teaching process. It means that they will not be boring in learning. Using picture also has some of positive effect in teaching. By picture students can imagine the real object of study. For example, when the teacher talks about transportation and ask them to imagine some of transportation. Students will not understand if teacher does not show the picture. In other hand, they will imagine the object when they were showed the picture. They usually ask the teacher directly as “is the cycle kind of transportation, mom?” That question proved that they can imagine what transportation is actually.

The second technique that is used by the teacher is discussion. Discussion is the support technique after the using of picture. Teacher uses discussion in a simple way. It is different with discussion technique that implemented in a general school. Discussion that usually demands in thinking something cannot be found in this class. They just get some of words in card then they make a circle. After that, teacher gives them some of cards suit with the topic that has been prepared before. After that, teacher gives them simple question. For example, find the land transportation. Then every student should find it. After that every student's finding becomes discussion. Teacher asks to every student. It is true or false. Every student should answer to the teacher's question. After that, teacher gives evaluation or feedback about the answer. Why it is true or false. Then teacher gives them the true answer.



Picture 02: Discussion activities

The fourth technique that used by English teacher is Drilling. Drilling becomes a usual technique in the class. It usually used gather with the picture. After the teacher showed the picture and the word, she always drills the word. While teacher drills the word students listen and follow the teacher drilling. By drilling students are more understood and they can spell word better. As we know that tuna grahita is weak in thinking, drill is very useful for them. They never know and understand what the teacher said if they do not get drilling. Because of their attentions that are not focus on the class, drilling can help them to make it focus. Because by drilling, they should reread the teacher's say.

The fifth technique that teacher used is explanation. It is the old and the important technique. Although students with different ability get some techniques in the class, it cannot be left. They still need teacher explanation. They will not get the target if the teacher does not explain the material. Although it is an out of date technique, teacher still use it to support another

In this case the researcher describes the result of interview that has been done with the researcher and the English teacher. In this interview, the researcher asks some question about the teacher technique in teaching English and also the implementation of that technique. The researcher arranges some question as material of this interview that calls structured interview. The researcher also asks some question without arrange it at the paper that called unstructured interview. It is used by researcher when she needs some explanation from the teacher's answer or it is not clear enough.

The name of English teacher is Mrs. Sri Dwi Rahmawati, M.Pd. She has a nick name at SMPLB Siswa Budhi, Surabaya. It is Mrs. Rahma. Mrs. Rahma has taught at SMPLB for about three (3) years. It is a long time enough in teaching. Shi is not graduated from SLB education, but by the years in teaching, she has known her students much. She has many experiences in face students with different ability. So she can know what the students need for their learning. Actually Mrs. Rahma taught at SMPLB starts from her interesting in English and she wants everyone know English and so the students with different ability. She wants make their motivation high in English. She believes that they can receive English when they get maximal effort, high motivation and also good teaching technique. Mrs. Rahma wants implement some of way of teaching by some of effort. She always makes effort for it. Beside she teaches at SMPLB, she also teaches in a general school. It is in SMAN 12, Surabaya. Because of it,

they have limitedness in thinking. They need information when they will do everything".

She also has another technique. It is discussion technique. In this technique Mrs. Rahma implements in a simple way. It is not like discussion that we know in a general school. *"I take a simple way in discussion. It is for their socialization. By discussion, I hope they can make socialization with their friends. I ask them to make circle, then I give them some words in cards. Every card consists of one word. Then, I give them a simple command about that word. Then they find that word in that card"*. Mrs. Rahma adds her statements *"It becomes variation enough for them. Then they are not bore with the lesson."*

Mrs. Rahma has a mainstay technique. It is using of picture as her technique. She said that picture give a big effect in her teaching. By picture, students feel happy in learning. They have spirit on it. *"If I give them some of pictures, they give attention on my teaching. They can answer my question through the picture. "Picture helps me more"*. That is statement from English teacher who thinks that picture can help her teaching. By picture she does not need explanation anymore. She just shows her picture, she asks what picture that is then she gives word behind or under the picture. After she showed the picture, she gives them the word. After that she uses drilling as her technique. She drills the words in a loud voice. By that technique, students know the words and also how to spell the word well. Drilling has purpose to make their

class are using picture as a technique. It because students feel fun with English when it was implement by picture. By using picture teaching on this class is success.

3. Students' Response Through The Questionnaire

The researcher makes some of classification question in her questionnaire. The first is question about the reality. It means that reality about student's ability and feeling in English. The second is about student's act in English when in the classroom. And the third is about students' motivation in English when they got English in classroom. Here are the classifications;

1. Students' Reality

1) Do you like English?

(Apakah kamu suka dengan pelajaran bahasa inggris?)

a. Yes

b. No

2) Do you feel difficult in English?

(Apakah kamu merasa sulit belajar bahasa inggris?)

a. Yes

b. No

3) Are you happy when you get English assignment?

(Apakah kamu senang kalau dapat tugas bahasa inggris?)

a. Yes

b. No

2. Students' Action

4) Do you listen your teacher explanation?

(Apakah kamu mendengarkan kalau guru menerangkan?)

- Yes
- No

5) Are you understood with your teacher explanation?

(Apakah kamu mengerti dengan penjelasan guru?)

- Yes
- No

6) Do you do your English assignment?

(Apakah kamu mengerjakan kalau ada tugas bahasa inggris?)

- a. Yes
- b. No

3. Students' motivation

7) Do you have want in studying English?

(Apakah kamu punya keinginan dalam belajar bahasa Inggris?)

- a. Yes
- b. No

8) Do you do your assignment by yourself?

(Apakah kamu mengerjakan tugasmu sendiri?)

- a. Yes
- b. No

students is weak in English. If this reality appear on the class, it makes the teaching process should be hard to do. As Mrs. Rahma said “They feel difficult in English, so I must teach them hard. It will be easier when the reality of students can accept English well.”

For the second classification, it is about students' action in English. It means that about students done in the class through English. The first question for this classification is "Do you listen your teacher explanation?" If the answer of this question is "Yes" it means that they still have a good aspect in English. If the answer of this question is "No", it means that there is want in their selves. In this case, two of students answer "Yes" and two other students answer "No". This means that in this class still there is a good response in English although it is not in maximum result. For the second question in this classification is "Are you understood with teacher's explanation?" if the answer is "Yes", it means that they have a good response in English. If the answer is "No", it means that there is no response in English". In this case, two of students answer "Yes" and two other students answer "No". It means that there is still good response in English but it is not in maximum result. For the third question in this classification is "Do you do your English assignment?" If the answer is "Yes", it means that they have effort in English. If the answer is "No", it means that there is no effort on it. In this case, three of students answer "Yes". It means that they have effort in English.

For this second classification, the researcher can conclude that still fifty percent of students have a good action in English. It is proved when the students answer the question on this classification. Fifty percent of them answer in positive side and fifty percent of other students answer in negative side.

For the third classification, it is about students' motivation in English. The first question on this classification is "Do you have want in studying English?" if the answer of this question is "Yes", it means that there is a good aspect that can be key of learning. It can be the effect of the teaching technique. If the answer is "No", it means that there is no motivation in English. It makes the teaching run hard. It also can be the effects of the teaching that cannot be accepted by the students. In this case, all of the students answer "Yes". It means that students still have motivation in learning English. For the second question of this classification is "Do you do your assignment by yourself?" For this question if the answer is "Yes", it means that they understand in English explanation by teacher. So they do not worry about their work. If the answer is "No", it means that they do not have self confident in doing their work. It can be effect of they do not understand about the English explanation. In this case, three of students of *Tuna Grahita* answer "Yes" and one of student answer "No". it means that they understand with the teacher explanation. So they can do their work itself because of their self confidence. They do not worry about their answer.

For this classification, the researcher concludes that the students on this class still have a good motivation in English. It is proved when they answer the seventh and eighth questions. All of students answer “Yes” on the seventh question and three of students answer yes in the eighth question. It means that they have a good motivation. It will make teaching easier.

From this all of classification, the researcher concludes that students at SMPLB Siswa Budhi, Surabaya specially on *Tuna Grahit* C at the seventh grades have a bad reality in English. They feel difficult in English, they do not like English and they want there is no assignment in English. It makes the teacher must make it loose from their feeling. It is so hard, but if the teacher has a good technique in teaching it will lose itself by the time. So the teacher must think how it can be lost. It is become a role of the teacher. But it has got a good response from the students. It is proved with the second and third classification. It shows that students still have good action in English. For the third classification the students show that they have a good motivation in English. It is positive response. Teacher can bring the students into a good motivation. As we know that students have a bad reality in English, but teacher can make their motivation high. It means that teacher technique in English makes students want to know English. This good response means that teacher has some good techniques in teaching.

B. Research Discussions

Students with different ability have a bad reality in English. They face English as something that killed them. English is something difficult to be learned. They are lazy in learning because their weakness in English. English a second language is not easy problem to be solved. Moreover it is faced by *Tuna Grahita* who has limitedness in thinking. They feel that English is very difficult. Because of this reason, they need some techniques that use in teaching to make them do not feel it. At SMPLB Siswa Budhi, Surabaya who has implemented English for their students with different ability, has success make their students fun with English. It depends on their technique that they use in teaching English.

In this case, the researcher focuses on the techniques that used by teacher who teach English for their students with different ability. By using some of instruments that make this research find, the researcher finds some of data that is needed in this research. It answers the research question that in the first chapter. In this part, the researcher discusses about the research finding that have been got from the observation, interview and also documentation.

SMPLB Siswa Budhi, Surabaya uses some technique to make its students with different ability understand in English. Using explanation as a technique in teaching English is the first technique that helps teacher in teaching. Using explanation in teaching English is needed by *Tuna Grahita* who has limitedness in thinking. They cannot do something without some explanation before.

In real, using explanation before other activities is effective. Effective means that it helps another activity. It supports another activity. It is proved when teacher checks their understanding after she gives an explanation. It means that explanation that gives by teacher is success. This technique can be continued to support other techniques that implemented in this class. In this school also uses some of techniques that make students with different ability fun in English. Using picture as a technique in teaching, make the students with different ability fun enough in English. They get some variation by using picture. By picture they know the real thing. Because of it, they remember the words easily. It is looked when the teacher come in t the class and do an opening, she reviews the lesson before they can answer when the teacher shows the picture. When the teacher does not show the picture, they cannot answer the teacher's question.

About the students' response to the teaching technique, these teaching techniques get some good responses. It is proved when the students answer the questionnaire that has given by the researcher. This response is strong responses from the students. It will be stronger if this response usually used. From the data, we can confirm at Edward L. Thorndike's theory that the relation or connection between stimulus and response will be strong if it is often used, showed that is suitable with this research.⁵⁷ From that statements, these techniques that used by teacher in teaching, must use in every meeting. So the correlation of their stimulus and their good response are stronger.

⁵⁷ Prof.Dr. Bimo Walgito. *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2004), 64.

According to pak Antok in his book “Alat identitas anak berkebutuhan khusus” said that students with different ability need special education service. It is suitable with the techniques that have been implemented in teaching English at SMPLB Siswa Budhi, Surabaya. The teacher on this school implements it in this school. She gives special way in teaching. Although the techniques that used is similar with the techniques that in general school, it still differentiate in implementation. Teacher implements these techniques especially in a simple way. It has correlation with the mental function limitedness of *Tuna Grahita* that needs longer time to finish the reaction to the new situation. It is also in learning situation. A simple that implemented by teacher is used for minimize that new situation.

That is the techniques that used in teaching English as a second language for *Tuna Grahita*. Those some techniques touch the students directly. There still technique that use by teacher as a variation in teaching English. Making her voice louder is one of technique that she used to make their teaching varieties. It is also to make a good mood in her teaching. It suits with Cowley's statement in his theory "If the teacher comes into the classroom in a good, positive mood, planning to deliver an interesting and enjoying lesson, it will automatically rub off on the students and surely the teacher would get better reaction from them".⁵⁸ So if the teacher uses this technique it will get maximal result on her teaching.

⁵⁸ Cowley, Sue, "How to survive your first year in teaching", London, Newyork: (Continuum:Unknown year).p. 56