

CHAPTER IV

RESEARCH FINDING

This chapter presents the findings of the study gotten from the results of doing observation, conducting interview, and making field notes. These findings are arranged in such a way in which the formulation of the research problems become the basic for their arrangement. Before presenting the findings of the study, this part is initiated by presenting descriptions of the history of SMALB Kemala Bhayangkari 1 Trenggalek. Although they are not the data of the study, however, they are important aspects to relate to the findings of the study. Moreover, in some parts, the data presentation cannot be separated from the school itself historically. In fact, the history of the establishment of SMALB inspires the programs and activities conducted at SMALB Kemala Bhayangkari 1 Trenggalek, especially in EFL instruction.

A. The Background of SMALB

1. The History of SMALB Kemala Bhayangkari 1 Trenggalek

SMALB Kemala Bhayangkari 1 Trenggalek was opened by the YKB chief East Java (NY. PRAGTIGNYO). It was opened at June ^{2nd} 2010 with eleven students. The students consisted of 7 (seven) for *Tunarungu* and 4 (four) for *Tunagrahita*. The total numbers of the teachers taught at SMALB were four.

2. The condition of students

In 2013, there are 24 students with some categories as they are showed in

Table 4. 1

Table 4. 1. The categorization of the students' in 2013

NO	Categories	Total of students		
		L	P	Total
1	TUNANETRA	2	1	3
2	TUNARUNGU	8	7	15
3	TUNAGRAHITA	2	1	5
4	TUNADAKSA	2	1	3
	Total	14	10	24

3. The teachers

There are six teachers at SMALB Kemala Bhayangkari 1 Trenggalek. They have S1 and D2 degree. For S1 teachers, they graduate from PLB education and English education. The names and the education background of the teachers are presented in Table 4. 2 below.

Table 4. 2. The education background of the teachers

NO	NAME	STATUS	EDUCATION BACKGROUND			
			D2	D3	S1	S2
1	Pardiono, S. Pd.	Headmaster			V	
2	N Thobibah TP, S. Pd. I	Teacher			V	
3	Sri Wahyuni	Teacher	V			
4	Dra. SitiNurazizah	Teacher			V	
5	Sarjito, S. Pd.	Teacher			V	
6	TitikNuryani	Teacher			V	

4. The process of Teaching and Learning and Facilities at SMALB Kemala Bhayangkari 1 Trenggalek.

Teaching and Learning process at SMALB Kemala Bhayangkari 1 Trenggalek used KTSP with purpose “Pendidikan Berkarakter Bangsa”. There are some facilities supporting the teaching and learning process. SMALB has a facility in the form of a computer room with: 18 units of Note Book/ Laptop, 2 units of computer, 3 LCD Projector, Internet link and Whiteboard Interactive or called Aiboard.

B. Research Finding

Based on the results of doing observation, making field notes and doing semi structure interview to the subjects of the study, the following were presented the findings of the study. This part presents the data presentation related to the proposed research questions.

1. The Teacher's Preparation in EFL Instruction at SMALB Kemala Bhayangkari 1 Trenggalek.

This part explains the research findings which the researcher found in the field related to EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek. From the results of interviewing the English teacher, and doing observation, the English teacher conducted a preparation before conducting teaching at SMALB Kemala Bhayangkari 1 Trenggalek. The preparation was done to facilitate students' learning.

Basically, the preparation was started from the first stage of teaching namely planning stage. In this stage, the teacher made and designed lesson plan appropriate to student needs. Doing the activity, the teacher improved the components of lesson plan, the format, standard and indicators of competence, teaching material, teaching media, teaching activities and evaluation. Based on the results of interviewing the English teacher, it was said that some important component of lesson plan were standard and indicator of competence, teaching material, teaching media, activities and evaluation. In the standard and indicator of competence, the teacher wrote down the competence that should be achieved by learners of category A, B, and D, where the standard of competence and its indicators or SKKD should match with the goal of English teaching at SMALB.

The second component of lesson plan were coverage and selection of the materials. The English teacher included coverage material in the lesson plan, where the material should match with standard of competence and indicators or SKKD from the school. The teacher got materials from any sources that were relevant with SKKD, such as from reading textbook Junior High School, and browsing in the internet. The gotten materials were suited with SKKD. The English teacher believed that good material should provide good activities for students to practice their English and they could learn English from the material they studied.

Related to the material selection, the English teacher said that the materials were gotten from any sources, such as through browsing in the internet, reading textbook Junior High School which were relevant with the goal of English

teaching, especially for student with special need categories, A, B, and D. The teacher selected and combined her own words to write down coverage material in lesson plan from any sources provided for the students with special needs. The teacher felt it was not simple activity. Practically, according to her, she must search every topic that was appropriate with students' needs. It meant the student with special need wanted the material appropriate with him/ her competence.

To create an inviting teaching and learning activities, the English teacher provided the various teaching activities and media such as pictures, English expressions, and presentation. It seemed to be clear that various activities in the teaching material could be stimulate students' participant and help them understand the material presented by teacher.

In the last category, a lesson plan contained evaluation for the students. The teacher wrote evaluation in her lesson plan as one of the important components. English teacher evaluated their students in different ways due to different categories each other, but their evaluations were conducted based on students' activity or participation of the each category A, B, and D in the classroom, formative test, and students' portfolios, mid and final test. The teacher said that good evaluation should be done comprehensively. English teacher at SMALB could not evaluation as comprehensively, due to their students' conditions are different from other students.

In addition, based on the interview with English teacher, the teacher also prepared instruction used to achieve the goal of English teaching. The instruction

was prepared for all categories; they are category A, B, and D. English teacher chosen two instruction that could be used to deliver the material for the students with special need in different categories at SMALB.

In the preparation, the teacher used two kinds of instruction. As it is stated the teacher who said that:

“I used two kinds of instruction for student with special need in different categories A, B, and D. I believed that with instruction that given, the student would get the goal of English teaching. I chose two kinds of instruction to deliver the material; they are Direct Method and TPR method for three categories A, B, and D to achieve the goal of English instructions”.

The quotation implied that English teacher emphasized on two kinds of instructions for the three different categories in one the classroom during English instruction.

Direct method was assumed appropriate for students with special need with their three different categories. Applying the method the teacher also used nonverbal communication or gesture movement, so the teacher could deliver the instruction clearly. The English teacher hoped her student could catch the instruction maximally. Besides, the teacher used gesture / language gestures to help her student, especially, category B to achieve the goal of English instruction, such as when the teacher delivered the material with topic “To be”. The teacher believed that through language gesture her student category B could achieve the goal of English instruction. The teacher believed that instructional could be done by using both verbal and nonverbal language.

Beside using direct method, the teacher also used TPR. This method was used to facilitate the students with category A, and D. The teacher could develop TPR method to know the students ability to respond and give action based on the English instruction. The teacher showed the action such as expression like or dislike and her student imitation the expression it.

2. The teacher presents the material in the teaching activity

In presenting the data related to how the teacher presented the material cannot be separated from teaching learning process. In other words, in the teaching and learning process the teacher presented the material within three steps of teaching learning process: pre- teaching, whilst teaching and post teaching.

In the pre- teaching activities, the researcher noted how English teacher created good pre-teaching activities. English teacher showed good communication with the student through giving sympathy when one of the students absent or he or she was sick, for example by *saying sorry to know that and hopefully she or he got well soon and joined our class again*. The teacher expression appeared simple but it crafted the student to feel a little bit closer to the teachers as the teacher paid good attention to the students. The students felt that the teacher were so attentive with the student with special need. The ways above indicated that the teacher had personal competences to create good communication, interaction and manage the classroom atmosphere.

Another activity in pre- teaching was the teacher activated students' prior knowledge through some questions. The teacher gave questions related to

previous topic. The proposed questions functioned as one of indicators to confirm students' previous understanding about previous topic. From the students' responses the teacher decided to continue her topic or she should re-explain the previous topic that was not understood yet. This activity was done due to the teacher knew that competences of students with special need was very limited, especially when they have to remember the material given by teacher.

Meanwhile, in whilst-teaching activities, the researcher noted how the English teacher presented. The teacher wrote the material in the blackboard for all categories. The teacher presented the materials for all categories consisted of category A, B and D. In explaining the written material in the blackboard, the teacher used different instruction. When she explained the material for the category A and D she used simple language. Meanwhile, she used gestures when she explain the same material category B.

In addition, the teacher always gave warming up to stimulate her student in the new topic by asking "*apa yang kalian ketahui pengertian tentang to be? Dan jenisnya to be ada berapa macam anak-anak?*" and her students answered '*to be itu is, am, are bu*'. Those expressions were given before representing the new topic which delivered in the teaching activity. Then the teacher tried and explained orally and clearly related to the new topic or material, due to her student little confuse about 'to be'.

The English teacher also chose the material that was appropriate with SKKD and the goal of teaching English. The selected materials were suited with

the SKKD. They were taken from any sources. It insisted teacher to work hard to search the material that was appropriate with the students' needs.

In the process of interview, the teacher said that her student just achieved two SKKD from four SKKD given from school. This forced the teacher to take serious effort to achieve the goal of teaching and learning activities. The teacher's effort was supported by the students' readiness to study. The students, according to the teacher, also tried to be serious in their learning. To be successful in EFL instruction, the teacher needed to stimulate and asked for students' serious attention.

The following situations, during conducting observation, gave an illustration how the teacher presented the material in the teaching activities. The first situation was presented as follow:

The teacher started the English lesson by giving a warming up. The teacher gave warming up to give stimulus the students to understand the English subject. The researcher saw the teacher read the material in her book and any sources, while the students were speaking each other. The teacher saw and matched with SKKD in her book with the material founded. The teacher found material that was appropriate with the students needs. The teacher used her own words to deliver the material. It needed hard efforts to present the material in the teaching activities.

This phenomenon showed that the teacher worked seriously and responsibility for her students to prepare the material matched with SKKD. It was expected that her student got suitable material during the teaching activities in the classroom.

The second situation illustrated the process when the teacher delivered the material. The researcher knew that the situation the class was very noisy and it disturbed the teacher in presenting the material in the teaching activities.

One day the teacher gave explanation for category B by using language gesture or sign fingers, other students were very noisy. Due to, the one classroom divided into two parts. When the teacher presented the material in the teaching activity her students of category A singing a lyric. The teacher said that '*cah ojo nyanyi- nyanyi, lek nyanyi engko yo cah*', and her students answered '*Enggeh Bu*'. Meanwhile, the students' category B spoke each other using language gesture or finger spelling. It made the condition class very noisy and disturbed the teacher during presenting the material. But the teacher felt comfort the situation, due to the teacher understood that her student with special need wanted good service during presenting the material in teaching activity. Besides the teacher must be created happy situation and make her students enjoy with English instruction. The teacher tried and gave good service for three different categories in the classroom. Moreover, the teacher did not give punishment, due to make her students felt afraid and lazy with English subject. The teacher finished delivering the material for three different categories. When the teacher finished the material, the students' categories D initial named SM and DM asked to the teacher because did not understand about topic at the day. The teacher tried re-explains until her students understand the material. Besides, the teacher checked one by one writing her students about topic at that day correct or not based on the blackboard. The teacher gave underline toward writing corrections. The teacher understood that her students different with student in regular school, where the condition influenced part of the body each category. It needed hard effort and extra power to handle this situation during the present the material in teaching activity.

This condition showed that the teacher gave good service during presenting the materials in teaching activities. Based on the situation above, the English teacher at SMALB understood and knew the students' needs. It was showed from her respect to her students in her teaching. Besides, the teacher should have extra power to handle three different categories of students in one class. It seemed difficult for teacher to present the material in the teaching activities.

In post teaching activity, teacher had activities. English teacher evaluated the material by proposing questions addressed to the students for all categories.

The teacher asked questions for the three different categories of her students in different ways. The proposed question, for example '*apa yang kamu ketahui dari pelajaran hari ini*'. For the students category A, the teacher asked slowly and loudly. Meanwhile for students' category B the teacher asked by using *language gesture body or sign finger* about the material at that day in Indonesian, and for category D teacher asked normally as student in regular school. The teacher used different ways because each of category had different characteristics. Therefore, the teacher gave different ways that appropriate the students' needs during presenting the material in teaching activity. The proposed ways, could help her students achieve the goal of instructional objective. Moreover the teacher also provided question to her student written in the blackboard or spoken directly. The questions such complete missing sentences were given as means to check students' understanding to the material taught at that day.

3. Kinds of strategies employed to help students understand the material

In this part, the researcher observed and noted kinds of strategies employed to help students understanding the material. The teacher gave different strategy to each of category although the students category A, B, and D were in the same room.

English teacher said that strategy used to help her students in category A was dictation strategy. The teacher gave dictation the material by using a tool named "*Braille*". It was hoped that her students could understand the material delivered during in the teaching and learning process. The Braille was used

carefully and slowly dictation due to the condition of students was blind. The dictation strategy was believed gave slowly dictation due to the condition of students was blind. The dictation strategy was believed could facilitate her students understand the material in writing skill although the category A was blind. The teacher did spelled word by word to the students.

Meanwhile, for category B the teacher used imagery strategy. Due to, the category B those who had problem in listening or called impairment, so imagery strategy hoped could help the student achieve the materials. Through the use of imagery strategy the students could catch the material with visual concepts in their memory. Besides, English teacher explained the materials by using gestures or sign fingers.

Based on the result of observation, there were two strategies used by teacher to help the students category D understanding the material delivered in the teaching and learning process. The teacher emphasized dictation strategies to know whether the students' sentences grammatically correct or not. Although, the grammatical applied in writing was not good, the teacher gave dictation with purpose her student to practice in aspect of writing. Although it was it not too easy done by the student, due to the condition part of body made different other students, where the student category D loosed part of the body or "*cacat bawaan*", under the teacher's guidance they can gradually do the task.

The teacher also used picture related to the material delivered in the teaching and learning process. It was expected that the student could catch and

understand more deeply the material that given. Besides, the use of picture could attract them during English instruction. Practically, the students could imitate action or to perform something based on the pictures.

4. The teacher conducts evaluation to measure the students' English mastery

This subchapter presented the findings related to how the teacher conducted evaluation to measure the students' English mastery. Based on the result interview with English teacher, the researcher noticed how the English teacher granted valuable feedbacks for the students. The forms of the feedbacks were trough conducting language assessment, given mid-term tests and final test, and doing error correction during the teaching and learning process.

Language assessment usually emerged in the form of assignments, doing exercise in the course book, and their participant in the classroom. Meanwhile, from the result of classroom observations, it was found that in providing feedback on the students' assignments, exercise, the English teacher did not only rely on a particular English components twisted by the student with special need but also awarded comments related to their idea and language use. Moreover, the English teacher measures the students' ability trough paper- pencil test and non-paper-pencil test during the teaching learning process.

The teacher had assumption that when the student made a little mistake and they got a little correction from the teacher related to the assignment, exercise and test, the students were supposed to be successful enough. The teacher knew

that the student with special need had limitation competences and conditions part of body. The teacher realized that each category had different competence to catch the material in the teaching and learning process. Referring to this fact, the teacher emphasized on value named KKM to measure students' English mastery.

Finally, the teacher used the KKM to measure students' English mastery at SMALB Kemala Bhayangkari 1 Trenggalek. The teacher connected the results of students' test, especially in middle and final test with the KKM emphasized at SMALB. The teacher knew that KKM used in regular school was around 75 and it could not be used at SMALB Kemala Bhayangkari 1 Trenggalek. For the student at SMALB had limitation competence SKKM 75 was considered too high. The SMALB set standard KKM 65 for three different categories. It means the teacher emphasized KKM 65 for three categories during the teaching and learning process.

Although the standard 65 was not easy to achieve, it insisted both the teacher and the students to be committed in their teaching and learning. To achieve the SKKM, the teacher need to set teaching activity attractively. She selected appropriate materials with meaningful media. Meanwhile, the students were instructed to participate trough dictation and other activities.