

CHAPTER V

DISCUSSION

This chapter presents the discussion of the research findings. For there are four research questions proposed in the study, the discussion focuses on the findings of the four proposed research questions. The first discussion is about how the teacher prepares EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek. The second discussion is about how the teacher presents the material in the teaching activities. Meanwhile, the third discussion focuses on the kinds of strategies employed to help the students understand the material. Finally, the fourth discussion focuses on how the teacher conducts evaluation to measure the students' English mastery.

1. How the teacher prepares EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek

In general the teacher conducted a preparation before conducting teaching at SMALB Kemala Bhayangkari 1 Trenggalek. The preparation done to facilitate students' learning. As it is presented in chapter IV, the English teacher designs her lesson planning for student with special need toward three categories in the form of syllabus. A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing numerous goals to be achieved during in the teaching and learning process.

In making lesson plan, the English teacher is aware of diverse attributes contained in a lesson plan that English teacher felt significant. While lesson plan format vary across institution, there are essential elements of a lesson plan that generic to English teacher. These elements include: goals, objectives, materials and equipment, procedures, evaluation and assignment (Brown, 2007).

In the first category, the English teacher identifies the overall purposes of every unit of material in lesson plan. The goals are stated in the curriculum or syllabus and they serve as unifying theme. Objectives on the other hand, are mostly specially about what students must do. On the basic of the principle, English teacher writes the learning objectives as well as the indicators competence. The most important goal is to provide the students to practice their English in the classroom although they have limitation physically.

Another important parts of lesson plan concerns with materials and equipment. The English teacher selects any material related to SKKD given for the three categories. The teacher tries to combine the material gotten from any sources with her own explanation. The materials are taken from browsing in the internet and textbook from junior high school which relevant with the materials. Besides, English teacher chooses equipment that are appropriate for students with special need category A, B and D.

In a research about lesson planning, Farrell (in Richards and Renandya 2002: 32) stated that an effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of learning outcome. In which, objective help state precisely what we want our student to lean, help guide the

selection of appropriate activities, and help provide overall lesson focus and direction. Besides, objectives also give teacher a way to evaluate what their students have learned at the end of the lesson.

An awareness of teaching objectives is primary designing lesson. If an English teacher does not she or she will not whether he or she succeeds or fails (Rivers and Temperly, 1978). Although there is a variation of a component task within the program or a lesson, all should be aimed at reaching a product: an acquisition of knowledge and skills. This implies that good efforts should be made to attain the already established objective which may result in satisfaction if it is achieved.

The motivate students' learning, the English teacher includes activities within procedures of lesson plan. It is expected that the student can understand and achieve the goals of English instruction. Besides, the teacher provides media that appropriate for three different categories A, B and D to achieve the goals of teaching and learning process. The teacher believes that media can stimulate students to learn.

In a research about the use of media in learning, Setyosari (2009) stated that the position of media in learning process is an integral part in learning. In which media can be used to facilitate students' learning suited with the goal of learning process. Moreover, the uses of media as learning resources for each school or school cluster, which giving important meaning for quality in learning process. Further, the writer argues that the uses of media must connect with some

important point, they are; objectives, content, willingness, capability and availability during in learning process.

The last important part made by the teacher in the lesson plan is setting evaluation. Practically, the teacher administers evaluation can be formally or informally. The purpose of administering an evaluation is to know whether the teaching and learning process give positive result to achieve the set goals. English teacher at SMALB hold evaluation formally during English instruction for three different categories, such as students' participation in the class. In other words, on going process of evaluation is done. Besides, the teacher hold evaluation through giving a task related to the material written in lesson plan.

In a research about approaches to evaluation, Eseryel (2002) stated that evaluation is an integral part of most instructional design model. On the other hand, evaluation tool and methodologies help determine the effectiveness of instructional interventions. In which evaluation include: insufficient budget allocated; insufficient time allocated; lack of expertise; blind trust training solution; or lack of method and tool. Moreover, the task of evaluation is complex in itself. In which evaluating training interventions with regard to learning, transfer, and organizational impact involves a number of complexity factors. Further, the writer argues that these complexity factors are associated with the dynamic and ongoing interaction of the various dimension and attributes of organizational and training goals, trainees, and training situation. Moreover, evaluation goal involve multiple purposes at different levels. These purposes

include evaluation of student learning, evaluation of instructional materials, transfer of training, return on investment, and so on.

English teacher also prepared instruction for three different categories of students, category A, B and D. The instruction is prepared to achieve the goal of English teaching. English teacher chooses two kinds of method in her instruction; they are direct method and TPR method. It is hoped by the teacher that the use of the two kinds of method in her instruction could help the student achieve the goal of English instruction.

In a research about approaches and method in language teaching, Richards and Rodgers (2001) stated that “method is an overall plan for systematic presentation of language based upon a selected approach”. In which there is correlation between method and technique. They cannot be separated one and another. Further, the writer argues that method is very important for language teacher to identify what is goal of language instruction, before choosing the method used in the teaching activity. In which to determine language teaching method will be the most effective in reaching the goal of language teaching.

The teacher could emphasize direct method for student with special need category A, in which teacher delivers the material using daily language and demonstrate thing related to the material based on situation. It is hoped by teacher the students are successful to achieve the goal of English instruction. The English teacher believes that although the students are blind, they can catch the materials when they are taught by using direct method.

English teacher also employs direct method for student with special need category B, in which teacher uses gesture or body or finger-spelling during the English instruction.

Meanwhile, to stimulate the students' participant, the findings show that the student with special need category D are given TPR method by teacher with the purpose to achieve the goal of English instructions. The teacher can build the coordination of speech and action of her students when the TPR method is used. The teacher emphasizes on TPR method to help students how to pronoun correcting and to facilitate the students to understand instruction given. English teacher believes that TPR method is appropriate for students with special need category D although her students lost some part of their body.

Based on the theory of Direct Method in the Chapter II above, Direct Method gives important contributions for student with special need categories, A and B. The Direct Method emphasizes on demonstrating a thing related to the material based on situation. Practically, the teacher explains the material by using daily language for student with special need category A. For the student category A are blind, so the students need a lot of oral interaction. Besides, the teacher also provides language gesture or finger-spelling to deliver the material for students with special need category B, due to the student category B is categorized as *tunarungu* or called low hear sound. The basic premise of the Direct Method is similar to that of Gouin's series method, in which second language learning should be more like first language learning- it is learned with a lot of oral interaction, spontaneous use of the language, no translation between first and

second languages, and little or no analysis of grammatical rules (Brown, 2001: 21). The teacher's way to use the TPR is good given for student with special need category D, in which the teacher provides imperative drills for category D. imperative drills are major classroom activity in TPR (Brown, 2001: 76).

2. The teacher presents the material in the teaching activities

This part presents discussion how the teacher presents the material in the teaching activities. The findings show that the teacher presents the material within three steps of teaching learning process: pre-, whilst-, and post teaching. Besides, English teacher tries to manage the condition of the classroom.

In the pre-teaching activities, the English teacher created good communication or interaction between with the students. The teacher endeavors to craft a good communication with her students by asking whether there is a student who is absent at that day. Her greeting as indicates that she is so thoughtful and respectful to the students. The teacher shows empathy by saying "*I am sorry that I already know that. I hope to get better soon*". That expression shows that the teacher tries to build a good communication with her student at SMALB Kemala Bhayangkari 1 Trenggalek.

In a research about teaching etiquette communicative behavioral pattern EFL students, Tarnopolsky in Arifani (2001) states that integrating language and culture in EFL teaching becomes the most important thing in EFL/ ESL classroom worldwide. It functions to build a cultural awareness for student to have sensitivity with cultural understanding. Further, the writer argues that the model

of introducing culture in the classroom is very essential for student with special need to have cultural sensitivity to show empathy as well as to show politeness expression in the classroom.

Besides building communication, another activity in pre- teaching, activating students' prior knowledge also becomes another important discussion in this study. As elaborated in the findings, English teacher in this study, activates students' prior knowledge by giving some questions related to topic that is going to be taught. There is possibility that the English teacher at SMALB Kemala Bhayangkari 1 Trenggalek wants to prepare her students to be ready with the topic. Although, English teacher knows that her student just have limited ability, due to the condition of her students is different from student in regular school. The English teacher believes that activating students' prior knowledge is good done. So, it can be said that schemata also functions as warming up activity to collect students' previous they learn.

Moreover, the use of schemata is as a *bridge* for English teacher to decide whether she go on to next topic or not. Besides, it can be applied as stepping stone for English teacher to see in what parts student have difficulties of the topic which is going to be taught during the teaching learning process. As a result, English teacher at SMALB re- explains the certain parts which the students do not understand yet toward the content of the topic.

According to 'schema' theorists, Piaget in 1952, a schema is the basic building block intelligent behavior, where individual organizing knowledge that

related to one aspect including objects, actions and abstract (i. e. theoretical) concepts. On other hand, schemata represent knowledge about the concepts: objects and the relationship they have with other objects, situation, events, sequence of events, actions, and sequence of actions. It functions to make students understand. Further, the writer argues that a schema above is very essential for student with special need to build knowledge and give stimulus in information in the classroom teaching.

In whilst teaching activities, the finding show that the English teacher tries to deliver all the materials for three different categories consisted A, B and D. The ways the teacher delivers the material becomes another important discussion in this study. Firstly, English teacher explains the material for three different categories. Practically, the student category A just hear and students category B see and finally, students category D hear and see the materials. The English teacher realize that the condition of three categories students are different each other, so the teacher give treatment differently for every category. For the students' category A, the teacher prepares EFL instruction by giving dictation using *Braille* to achieve the instruction objective. For, the condition of students category A are blind. The teacher gives dictation slowly and carefully to spell words. The teacher maximizes her effort to help student understand the materials. Secondly, English teacher explains the material for category B using language gesture or finger spelling, due to the students of category B are deaf.

In a research about primes, faces and finger spelling Yule (2006: 172) states that the finger spelling is a system of hand configurations conventionally

used to present the letters of the alphabet. It was showed that a linguistic system designed for the visual medium, in face- to- face interaction. Further, the writer argues that finger spelling is very appropriate for student category B to achieve the goal of instruction objective.

For the students category D, the English teacher delivers the material as it is given to the normal student, in which the teacher explains the material by giving some examples related to the material. The teacher also employs drilling and giving dictation to practice writing skill although the students lose a certain part of his/ her body or *cacat bawaan*. The English teacher uses drill to train pronoun students to spell words correctly. It means, the teacher emphasizes on drill in presenting the material in the teaching activities.

In a research about Drilling, drilling technique is refers to behaviorist approach where the student to be used foreign language student learn. Therefore, in this case a technique involves or includes: repetition, inflection and transformation. Besides, Senel (2006) states that drilling technique is very useful teaching pronunciation because it can create correct and accurate pronunciation. Further, the writer argues that the aim of language practice drills is train learners to talk and help them master the basic structural pattern of the target language.

According to article instructional strategies-modeling, through explicit teacher modeling, the teacher provides student with a clear example of skill or strategy. It was done by English teacher at SMALB during in the teaching activities. The teacher makes sure to describe the concept, then she gives models by using visual, auditory, tactile, and or kinesthetic instructional techniques while

thinking aloud. Explicit teacher modeling should happen at every grade level and with every subject area.

In a research about instructional strategies- modeling, in order for the modeling to be successful, teacher need to plan the modeling experience carefully. Besides, the time it takes to model a concept or skill is dependent on the size of the task student are being required to do. It's important that the teacher know a head of time what she wants student to know as a result of the modeling, so when students are set out to work on their know expectation and requirements.

The English teacher chooses the materials that are appropriate with the SKKD and the goal of instruction objective. The selected the materials are matched with the SKKD and they are taken from some sources that are relevant to the students' needs. It is needed to achieve the SKKD proposed by the teacher.

In the post teaching activity, the teacher employs activity and becomes important discussion in this study. The English teacher at SMALB Kemala Bhayangkari 1 Trenggalek evaluates the material taught by proposing questions addressed to the students for all categories.

In a research about questioning, Ur (1996) questioning is a universally used activation technique in teaching. On the other hand, question in the context of teaching defined as a teacher utterance which has the objective of eliciting an oral response from the learners. Moreover, the English teacher can use numerous attempts to identify characteristics of effective questioning techniques in the classroom. In which, question have been classified according to various different

criteria: what kind of thinking they try to elicit (plain recall, for example, analysis, or evaluation); whether they are ‘genuine’ or ‘display’ questions (does the teacher really want to know the answer, or is he or she simply checking if the student does?); whether they are closed- or open- ended (do they have a single right answer or many?); and many other.

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

The discussion related to strategies employed by the teacher to help the students understand the material is interesting. According to Brown (2000: 121) “strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. The purpose to help the student understand the material delivered by the teacher during the teaching learning process. It is interesting that the English teacher uses some strategies to help her student the material delivered during in instruction objective. There are some strategies employed by the English teacher at SMALB Kemala Bhayangkari 1 Trenggalek to help the student understand the material based on the category of the students.

Due to the students category A are blind, the teacher employs dictation strategy to help the student category A understand the material delivered during in the teaching learning process. According to Alkire (2002) dictation can help students diagnose and correct these of error. Moreover, dictation could help develop short- term memory, where students practice retaining meaningful phrase or whole sentence before writing down use tool named ‘*Braille*’. Further, the

writer argues that the student, as well as the teacher, can get instant feedback if desired when dictation strategies is used. So, the students got achieve the goal of the material during in teaching learning process.

Meanwhile, for category B, the teacher uses imagery strategy. Due to, the category B includes students with listening problem or it is called hearing impairment, the imagery strategy is expected could help the students achieve the materials. According to electronic Journal by Tomas (1999) imagery strategy is strategy to help the students understanding the material with imagination. It is similar to quasi- perceptual experience, experience that significantly resembles perceptual experience (in any sense mode).

In the last category, teacher employed a combination of both dictation and picture strategy due to the condition of the students category D is congenital defects (*cacat bawaan*). Regarding to the students' condition it stimulates the teacher to use dictation to help the student understand the material during in the teaching activities. As stated above, dictation strategy can be used to help the student diagnose writing correct or not during in the teaching activities. Further, dictation strategy is very useful to help the student with special need develop short- term in her memory.

Besides, the teacher employs picture strategy to help the student understanding the material during in the teaching activities. Picture theory is one which draws on the visual analogy precisely because the propositions are themselves fact, not mental representation.

4. The teacher's way conduct to evaluation to measure the students' English mastery

This part explains how the teacher conducts evaluation to measure the students' English mastery and becomes important discussion in this study. Practically, measuring students' mastery in English is not merely for the purpose of determining whether the objectives have been achieved or not. For the teacher, the result of evaluation are beneficial for feedback.

Jensen in Arifani (2002) analyzes corrective feedback in ESL classroom. He finds that corrective feedback is beneficial for ESL learners but he does not explain clearly how the study provides feedback for student. This study underlines the more specific corrective feedback given for student with special need. From the finding it is clearly stated that corrective feedback reacts more meaningfully if the teacher provides indirect feedback correction to students' language errors during in the teaching activities.

Evaluation procedures used to assess students with special needs are tied to the IEP process and, by law, must be nondiscriminatory. In screening a child for special services, school officials a required to use a variety of test (Arends, 2009: 57). Related to language assessment or evaluation, the teacher emphasized a standard value that was named KKM (Minimum Mastery Criteria) to measure students' English mastery. The English teacher has assumption that KKM is very appropriate to measure students' English mastery during the teaching and learning process. The standard KKM is emphasized at SMALB around 65. Actually, the

KKM emphasized is lower than that of in another formal school. But, the English teacher at SMALB Kemala Bhayangkari 1 Trenggalek believes that score 65 is appropriate for students with special need due to their ability is quite low. Practically, it needs hard effort for both teacher and students to achieve the KKM. Hence, the success of teaching is not only the responsibility of the teacher but also the students. The teacher takes some efforts in teaching and the students do the same thing in learning.

The English teacher assumes that KKM 65 is good standard to measure students' English mastery during teaching learning process. The teacher realizes that the students with special need have limitation in ability that different student in regular school. The English teacher at SMALB Kemala Bhayangkari 1 Trenggalek measures students' English mastery from mid- term test and final test during teaching learning process. Besides, English teacher measures students' English mastery from student active in the in the classroom during in teaching activities. The students' active in the form could answers question orally and correct writing.

In measuring the students ability in English is done in various ways. The teacher measures trough paper- pencil test and non- paper pencil test. Hustered, students' participation in the classroom is also considered. Participation in this case refers to students' involvement in giving responses toward the proposed questions. Moreover, the students are also instructed to participate in correcting their own writing and other's works.