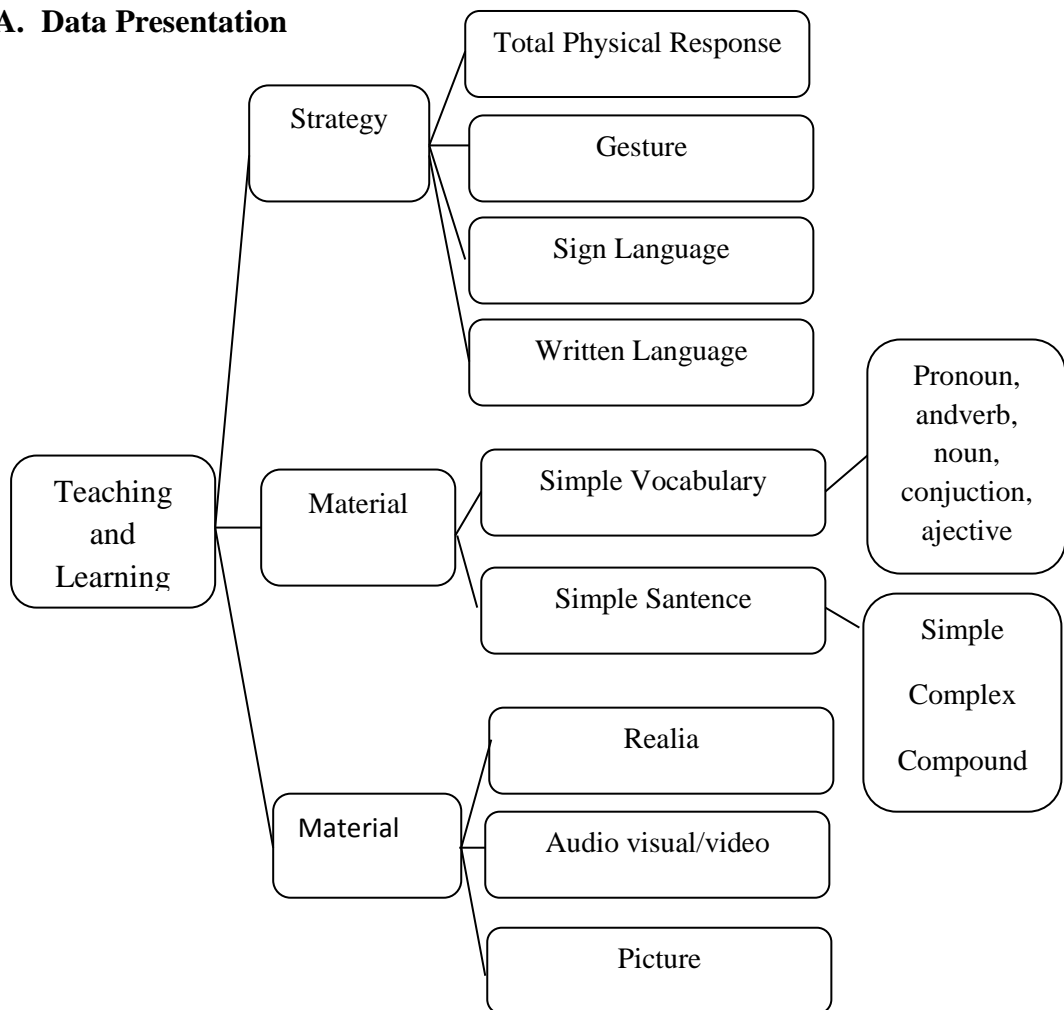


## CHAPTER IV

### RESEARCH FINDING

This chapter presents data presentation and findings of the research through some steps as mentioned in the data analysis. As mentioned in research problems that this study is attempted to find out the strategy to teach vocabulary, the teaching material of teaching vocabulary and the teaching media used by teacher in teaching and learning process English for disable students at SLB B Negeri Tulungagung?

#### A. Data Presentation



The data presentation above is taken from interview, observation and document. That data explained that teaching and learning vocabulary to disable students are:

The strategy that used by teacher in process teaching and learning vocabulary is using Total Physical Response (TPR), teaching using gesture, sign language, and written language. But teacher usually mix the strategy in to make a teaching and learning more effectively

The material in English lesson in SLB also focus in simple vocabulary and also simple sentence, because in junior high school is first time English teach in there or the other hand there introduction in SMPLB

The media that use to teach vocabulary there are, realia, audiovisual/video and picture, same with a strategy teacher also mix the media in teaching process to have a maximum result in teaching vocabulary.

## **B. Data Finding**

After doing in depth-interview to English teacher at SLB B Negeri Tulungagung and doing observation in English class in seven grade, the finding are as follow:

### **1. Strategy used by English teacher to teach Vocabulary for disable students**

Based on an interview from English teacher (initial T), on June 1<sup>st</sup>, 2017 about strategy that used by English teacher to teach disable students

(deaf), the teacher said that she used some strategy to teach them in English lesson especially in teaching vocabulary. The teachers say that:

...”If the learning strategy, yes miss I never use TPR in teaching and learning in SLB class, not only English lessons, but can also be used in other lesson.” (See Appendix 3)

From the excerpt of teacher T about TPR, it is proved by the results of research from observations conducted by researchers on, March 14<sup>th</sup> 2017, the researcher get a data that teacher use TPR to teach vocabulary in English lesson, teacher giving some vocabulary in white board use simple imperative sentence to ask them do the what the teacher wrote. After teacher finish to write a sentence, the students will start to do action. It support by interview data from teacher that say:

....” But the shape of TPR is writing miss, not oral speech as in general, because we are in a place where children can’t hear. (See Appendix 3)

The proses of use TPR divide into 3 part, there is initial activity, core activity and closing activity, where every part there are differences respectively. 3 part in strategy used by teacher to make a process of using this strategies can work well in class. Like interview as follow:

“Before the English class begins, the children must be invited to review the material that has been taught last week, as warming up before they receive new material if using a TPR Strategy, The start may be by introducing a new vocabulary that will be taught to them until at they understand the meaning of vocabulary. (See Appendix 3)

If we know that vocabulary only consist from one word, but it’s different in SLB, in observation on Mach 14<sup>th</sup> 2017, researcher got some data in TPR strategies, in a core of TPR must be combine with the

meaning of common that write by teacher, and this observation support by English teacher argue on June 1<sup>st</sup> 2017, that say:

“Examples may be the word "hands up" or "stand up" so do not forget to also include the meaning of Indonesia so that they are not confused, we introduce first such words that can be used in TPR. The main step we practice these words with the students, but because the students here can't hear, so please be advised too, may be a slow response or need repeated activities to get maximum result.”(See Appendix 3)

And the next after the researcher was knows 2 part of strategies, the last part is the method to make students so, as not to quickly forget the material that has been taught by the teacher. It is used by teachers because of children with special needs they tend to have memory that is easy to forget or weak when compared with normal children, in the last part the teacher also review the material which has been given by teacher like in interview that say:

“The final activity may be just a review of what material we just discussed, because they are also very easy to forget what we just learn” (See Appendix 3)

Children with special needs easily forget the new lessons given by the teacher, not only in English class, but in all material. Therefore why teacher must be review material after teach them, like researcher got data from interview as follow:

“To remember words / lessons in Indonesian they often forget, especially with English, maybe there are some children of ABK whose memory can be the same or almost normal like us, but that's rare. So if we teach English, vocabulary for example, it must be repeated so that they all understand.” (See Appendix 3)

If we know TPR in class normal, it mean not in SLB, TPR also can run with normally, like teacher say something then students do, if in SLB actually different, based on observation not all students in class not all students do what the teacher instructs them to do, and this condition support from interviewing teacher as say:

“If you do maybe some people understand, some are less understood so that when the implementation there may be some children who are difficult to follow. But for those who understand also directly carry out my orders” (See Appendix 3)

In every learning process teacher have a individual approach to teach them, if we know a normal class usually the central of class there is teacher, but it is different when in SLB the central of class is students, teacher say that every children have a different needs in every lesson. Based on observation in March 7<sup>th</sup> 2017 Teacher must be explain one by one to the students to make them more understand, and this action support by teacher say a follow:

.....” Even though we have taught in front of the class, we must teach them individually / individual, they may have the same can't hear, that is in terms of hearing, but the memories of each child are different, not to mention their hearing there may be have a total loss and some are still left, so they must be approached personally even though I have taught in a class.” (See Appendix 3)

Researcher seldom to see English teacher use TPR in English lesson, only 2 times during observation in class, that is in March 14<sup>th</sup> 2017 and in April 7<sup>th</sup> 2017, when the researcher got the data from interview about TPR effective or not to use in teaching English, especially in vocabulary, actually TPR less effective to use in class of deaf students,

because the purpose of TPR is do the command from teacher, its support from interview English teacher in June 1<sup>st</sup> 2017 as follow:

“If we teach it at the SMALB level it may be more effective than at SMPLB because if the high school it was already familiar with English, different if the junior they still introduction stage with foreign language. And may also be more effective when used in other types of crew, such as children who can’t see or who have physical disability, because they can still hear, the contain of the TPR actually obey the role.” (See Appendix 3)

In the class that consist from six students TPR will be more effective if used in SMALB than in SMPLB, because in junior high school its first time they meet English lesson. Because English lessons are not taught when they in kindergarten or elementary school, when they still in kindergarten or elementary school the students focused to learn sign language which they will use to communicate with other, it is support in every observation the process of learning and activity always use sign language like a data that gotten from teacher interview:

....“In SDLB is not taught English lessons, meaning English lessons are only accepted since junior high school, so when they kindergarten and elementary school they are focusing on learning sign language and self-introduction, meaning sometimes when they are kindergarten, They have not known their own names, they have not been able to read, have not understood the sign language, do not know the names of objects around them, and sometimes also many of them who do not know the names of their parents” (See Appendix 3)

In observation on April 4<sup>th</sup> 2017 teacher do this strategy and the result only some students that understand the vocabulary that written by teacher and do the command. It is reason why teacher seldom to use this

strategy. But when the researchers ask about how the response of students when teacher using TPR, the teacher say that:

“Those who are interested must be enthusiastic, but if they may be less understood or less interested will tend to choose silence.” (See Appendix 3)

From the observation and result of interview in class of English when using TPR any two kind of students, the first is do common from teacher and the second is just quit because not understand the meaning of vocabulary that write by teacher, and the solution from teacher is like in data interview as follow:

“The silence is still approached personally, surely we help, because English there is a national exam when in SLB so inevitably we also have to get them to pass” (See Appendix 3)

Actually when the teacher will do this strategy, teachers do not have a special preparation, teacher just need some vocabulary to teach them switch to TPR the researcher find a new strategy in observation March 9<sup>th</sup> 2017 in English class, there is use gesture from teacher to help students more understand, the process of teaching same with the first strategy any three part, but teacher only a few time use gesture, researcher got this argue from data interview:

....” Not all vocabulary can use gesture, so the vocabulary that is delivered is so limit.”(See Appendix 3)

This strategy less effective if use in English class, because teacher think that gesture almost the same with sign language that use by

students to communicate. Gesture used by teacher only to variation in teaching. Usually teacher only use gesture like finger pointing and etc.

During observation, researcher always find teacher communicate with the students use sign language in every time, not only them but also all activities there can run if they use sign language. Can be said only teachers with teachers who communicate normally. When a researcher ask teacher about sign language, evidently teacher also use sign language as one of strategy to teach English, especially vocabulary, teacher said on June 1<sup>th</sup> 2017, the researcher got the data as follow:

“very often, every day we use sign language” (See Appendix 3)

In addition the role to use this strategy almost same with TPR and gesture, the different is students in SMPLB already accustomed with this strategy because they have learned since they were kindergarten. As like teacher say in interview:

“For the initial stages of sign language is the same, but if you use sign language they are getting used to it And there is no special preparation when using this strategy. It's been used since they were kindergarten” (See Appendix 3)

When the researcher ask about can be or not sign language be used in vocabulary teaching? The teacher stated in interview as follow:

“Sign language if I think is the mandatory language of deaf children, because they only communicate with others using sign language and also writing language. In addition to using that usually they will use the mimic of lip to communicate with other people, but most of them are less familiar with the mimic of lips because they are accustomed to using sign language for everyday language. So not just English lessons alone but for all subjects this



sign language will greatly help them in terms of communication at school or while outside ” (See Appendix 3)

Actually many kind of sign language that use by student, in this school use American sign language and Sign language common or commonly used by deaf children in general. When the researchers ask about different both of them the teacher, the teacher give opinion in interview on June 1<sup>th</sup> 2017, she say:

“If the American sign language the used every word, such as hello, stop, sleep, eat, in daily activities etc., The difference with the usual, if the usual we use the letter, so the letter A-Z and the numbers 1-10 that can be express using their fingers, But if the learning here is sign language mix between American and the ordinary it was for their sign language can be variation,” (See Appendix 3)

Teachers also explain why their sign language should be mixed between America sign language and common sign language, this mixed was used by teachers to help students in communicating with other. So from the first time they enter in this school they indirectly introduced two types of sign language, is support from result interview with the English teacher as follow:

“But if they meet other people they do not know before, like you for example, they would tend to use the usual, because most people usually use the usual sign language than the american” (See Appendix 3)

The process of teaching and learning using sign language run very effectively because of between teachers and students alike have understood with sign language. No special preparation is done by the

teacher before teaching using this strategy, because the students are familiar with the use of sign language.

In observation on March 16<sup>th</sup> 2017, the researcher find a new strategies in teaching vocabulary, there is teacher use written language to teach them, beside using TPR, gesture and sign language, teacher also use this strategy because some reason like teacher say interview as follow:

“Because they sometimes also prefer to write from the use of sign language, but only a few of them, most also sign language” (See Appendix 3)

Still in the same day of observation, this strategy also use same part with other method, but in core process the teachers give same vocabulary to student by writing it in the board with simple vocabulary, looking the teacher write use English language that right students curious, and ask the teacher the meaning of vocabulary that written by teacher, this situation Then explained by the teacher in the interview data a follow:

“The core process if using the text, we first teach them basic vocabulary, verb or something that must be simple-simple. Of the vocabulary we just developed a little into a simple sentence that is easily understood by them, such as vocabulary "book" "pen" and others, later developed in short sentences for example, "Rina have a pen" in one sentence that later must Later there will be appear many questions, Such as why they should use "have," from which they learn English vocabulary which is slightly developed into sentence writing, and there is little additional simple grammar. (See Appendix 3)

From the data above apparently the teacher intends to add a little variation of vocabulary to become a simple sentence, and then from that simple phrase, the teacher tries to slightly open their insights by adding

grammar in the sentence. In observation researcher look that teacher also trying to make the students to write those vocabulary or sentence in their book and some time in observation March 13<sup>th</sup> 2017 using by way of dictation, so not only students see the teacher's writing on the board, but also the teacher dictation word by word of vocabulary to make students learn to pitch letters into a vocabulary phrase. Based those observation, teacher say on interview June 1<sup>st</sup> 2017 and the researcher got the data as follow:

“Because they sometimes also have to be assisted when writing, if the word "pen" for example, so should be described writing one-one miss, meaning yes like P-E-N and in pronunciation also different, the meaning of it must be spelled one letter at a time.” (See Appendix 3)

And the teacher dictation word by word of vocabulary, teacher also use common sign language, because American sign language can't use to a dictation of some letter. Its support by opinion from teacher in interview:

“If there is a spelling like this I usually teach using ordinary sign language instead of American ones.” (See Appendix 3)

Teachers teach use writing language because this strategy have has advantages for the students themselves, In addition there are advantages of this strategy also has shortages, its support by teacher saying by teacher as follow:

“May be not quickly forget it, or when they forget they still have vocabulary notes written in the previous meeting, If the lack of usually children who like to write it will interest or interested with a variety of lessons written, especially English, but if children who do not like to write usually tend to be difficult to write” (See Appendix 3)

From the teacher say above, teacher use this strategy to help students memorize a vocabulary using their note. Its can more effective in every teacher give them some v

Vocabulary they write in books, because with writing the students will be have a long time of vocabulary.

Those are about English teacher strategy to teach vocabulary for disable students. . Teacher use this strategy in process of teaching and learning, during observation, Most teachers use the strategy in the learning vocabulary process, but the strategy is combined by teacher with some strategies to make them more easier in learning vocabulary. Its support from the lesson plan of teacher in teaching and learning English.

The next presentation are teaching material used by English teacher to teach vocabulary for disable student

## **2. Teaching material used by English teacher to teach Vocabulary for disable students**

Students that have special needs like in SLB B, they only get a simple vocabulary and arrange of simple sentence in English lesson. When researcher start observation on Mach 7<sup>th</sup> 2017 until June 5<sup>rd</sup> 2017 the researcher always pay attention to the teacher as a source of material in every meeting, teacher give them variation of vocabulary and sometime teacher mix with simple sentence or grammar. In data of interview on June 5<sup>th</sup> 2017 teacher give some information about the reason why the material

of English lessons is still consist of vocabulary and simple sentence, the data as follow:

“So why only simple vocabulary because they only learn simple words around them just for their knowledge when they find the English language around them. Like i in shopping centers, on laptops / their phone sometimes also use English s. In addition, they are difficult if the English language material is discussed in more details, the grammar is actually also in the lesson, but it should use a grammar that is really basic for them. Arrange sentences using the Indonesian language usually children often forget, anything else often reversed the preparation of the sentence, what else if using another language like English, to be patient” (See Appendix 3)

Beside the reason above the researcher also have a new data during observation in class that most of deaf children usually they also can't speak or dumb. It's the second reason why the material of English lessons only focused in simple vocabulary and also use sign language to communicate during in school or in their home. The cause why it can happen will be answer by teacher from interview data on June 5<sup>th</sup> 2017 that say:

“Logically, they communicate in Indonesian language alone sometimes difficulty, Because not everyone understands what they say because, Usually the child who can't hear it is also difficult to speak, or even can't speak at all, Because they have never known to rarely hear people speak or can be said indirectly blind language.” (See Appendix 3)

During the research, researcher got new data in observation that every process or teaching and learning, between teacher and students always bring books, it's a English book that used by teacher to help her in teaching and learning, the teacher say that this books many helpful to bounded a material that will be given to the students, students also have a book like teacher, but this books special to disable students in SLB B, if we move in SLB A maybe, the English books there will different with what we find in SLB B. So in class both of teacher and students have each

book there are books for teacher and books for students, from this books teacher know what kind of vocabulary that must be teach and also as the source of material. It is support the data get from interview that teacher say:

“The vocabulary type in hire is depends, Because I also have a books for teaching English to SLB B, So vocabulary take can from there, There are many kinds of vocabulary Like part of body, Short words in store, brief words on drugs, Simple latter and so on. So the children also have their own English language book which contains material and exercise questions.”(See Appendix 3)

If researcher has been know the obstacle of the teacher in use strategy above, in this material teacher also have a difficulties to teach vocabulary to deaf students in general term not only material that must give teacher to students, but also the motivation and support like in data from research observation on Mach 30<sup>th</sup> 2017, that teacher give motivation before teach them. The next data also say by teacher interview as follow:

“Obstacles they easily forget with the newly taught vocabulary, We must convince them, give them motivation and encouragement that the English vocabulary is important to them in the future, because according to them the English is a difficult and unimportant lesson” (See Appendix 3)

In some observation the researcher also find a new data from class, on May 9<sup>th</sup> 2017, that is the students less interest went teacher teach them. In those day teacher material is verb, but some of students look not interest about the lesson in class, after the researcher see, the students do not follow the English lesson because he do not like a material, its result da data interview that say:

“The material that kids like is usually around them, like part of body. Fruits, vegetable, color, number and others.” (See Appendix 3)

Its support from data interview students on June 1<sup>st</sup> 2017 that say the material that given by teacher to in during the lesson. S1 Say that material in class as follow” (See Appendix 8)

“usually teach many of simple vocabulary, like animal, vegetable, animal, fruit, vegetable, kind of food,

Not only material but also the conditions from students also help the process of teaching and learning will be successfully, and in every English lesson, teacher also added vocabulary to make them more have a lot of vocabulary like teacher say in interview as follow:

“Not necessarily if the material interest, they immediately like, depending on the mood of the children as well” (See Appendix 3)

And the next data from interview on June 5<sup>th</sup> 2017 say that:

“I always insert vocabulary whether it's just a few new vocabulary in one meeting I definitely include, so children also add to the English language and the collection o of their vocabulary at least increases.”(See Appendix 3)

The last data that get from result interview about differences vocabulary in SLB and in normal school, in normal school students there get a kind vocabulary more than students in SLB, the reason will be explain in interview from English teacher as follow:

“The procurement may be normal if the school, vocabulary certainly wider than the children in the SLB, because usually normal children have writing and automatically when children learn to write need a lot of vocabulary, Very different from the children of SLB that just English introduced in general, but if vocabulary for SMALB and SMPLB is also different great or level of difficulty.” (See Appendix 3)

From data above researcher analyses that the material of English lesson in SLB especially to deaf students is just simple vocabulary and simple sentence to support their teaching and learning vocabulary. The material in SLB B Negeri Tulungagung.

### **3. Teaching media used by English teacher to teach Vocabulary for disable students**

During the observation researcher also find some teaching media that use by teacher in English class, teacher usually combine some teaching media to make student interest with material, make them more understand and also to break out their tediousness with English lesson. Based on observation in March 9<sup>th</sup> 2017, April 6<sup>th</sup> 2017 and May 23<sup>rd</sup> 2017 researcher find a media that use by English teacher, teacher bring some object to teach vocabulary, in June 1<sup>st</sup> 2017 teacher bring a toy miniature cooking like spoon, plate, fork, plate, work and etc. When teacher got data from interview in date June 14<sup>th</sup> 2017, the teacher says that she using realia to teach vocabulary, the data as follow:

“Ever, because it's the subject of our learning here, using something real and visible.” (See Appendix 5)

In observation researcher know the role of teaching using realia, usually teacher not always bring object but teacher using object in around them like board, picture, erase, chair, table and etc. its support by teacher argue in interview that say:

“But if using this media also must bring something real that can be used, actually should not, we can maximize objects and tools in the class. If using the Indonesian language maybe they can easily understand, but when using the English language they will also be a little trouble” (See Appendix 5)

Kind of vocabulary that can use in this media is depending on what the teacher bring when she teach them. Teacher bring simple object



and also heavy find to use. The next researcher find a reason why teacher using realia in English class from interview that teacher say as follow:

“So, their deaf children they have memories that are not as good as people. They will remember the vocabulary of the form or the image rather than just words. Especially if the first child of SMPLB the first time there have English lesson, who previously had never known a foreign language other than its own language. So when I teach there sometime I bring the original form into the class, for example when I bring "HP" and "laptop", I introduced it to them this name "HP" the function of HP is to like this, Shape like this, the writing of Indonesian language like this, writing English like this, all I describe in detail the thing that I brought at that time, So they can remember the lessons taught today.” (See Appendix 5)

Teacher do not have special preparation if want to use this media, not seldom teacher ask students to bring some object like fruits and vegetable in class to support the real media in realia. This media effective to use in teach deaf students, because when students can't hear and can't say but they can see and speak use sign language and language written. Why this media effective because teacher said in interview as like:

“kalau menurut saya sangat efektif mbk, apalagi untuk anak SD, kalau di SD tidak menggunakan bahasa inggris, tapi hanya diperkenalkan saja bendannya ke mereka, kalau tidak dengan cara seperti itu mereka tidak akan tau bentuk dan nama benda yang ada di sekitar mereka sendiri, karena di SMP sudah ada bahasa iggris maka greatnya dinaikkan dengan penambahan kosa kata bahasa inggris itu tadi.” (See Appendix 5)

In observation on June 1<sup>st</sup> 2017 the students very angered to know what the teacher bring, they ask teacher what it that? During the lesson students also can see the object, can observing and also can hold the object that bring by teacher. Many of them also ask what is the object name in English, from it researcher can take opinion that realia is kind media that

good to use. It's also support by result data interview from teacher on June 14<sup>th</sup> 2017 as follow:

“The response is very good, children are always happy when I teach using this media, because there is a real form, they can hold and see the shape of the object, they always observe the, whatever it is, so in essence media in very interesting for them.”  
(See Appendix 5)

During observation researcher never see teacher teaching English using this, but because it's the part of list question in interview guide so researcher only get data from data from interview, this media is real situation, real situation is one of media that help students to learning vocabulary with make situation like real condition, be example if English class change to become market so in class must be have a seller, buyer and also the properties in market. From this case the teacher explain about real situation as follow:

“t's never, because they do not really understand when using such media in English, because they also can't communicate, just use sign language, Even if done in Indonesian I think it is also difficult, so it is not possible when using real situations as you say, but maybe if their defects / deficiencies are not in hearing, for example suppose on autism, physical disability or else maybe it can be applied, t if this SLB B I think it is not possible and I also have not tried” (See Appendix 5)

From the data above the teacher do not use this media because, according to the teacher this media very difficult to use in SLB B because the students in SLB B is a deaf students, they can't speak, so it's impossible if use real situation in the process of teaching and learning in class.

Next during observation researcher never see teacher using media LCD/projector to teach them, because in interview guide any question about employing tape recording/video to teach vocabulary, so in June 4<sup>th</sup> 2017 was answered by teacher with interview, actually during the researcher observation in class, the LCD and projector still broken because of something, teacher say sometime students will be teach using LCD/Projector in one time a month. Usually teacher using video or slide to teach vocabulary, the researcher get data from interview as follow:

“In school there is a LCD projector, but it still damaged when you observe, because we also take use facilities, so sometimes we invite them to watching video motivation, So that they are still eager for school, most of them soles that sometimes also there are despair of their circumstances, not to mention also those who are junior / senior high school, we also occasionally use this media for lessons including English lessons” (See Appendix 5)

From data above we know that the students also need something new to teach them, when researcher ask teacher about tape recording teacher explain that in SLB B impossible to use tape recording because of all students there is a deaf, but teacher say that tape recording will be efficiency if using by students in SLB A, C, D and etc. its support by data from interview, when teacher say:

“If tape recording never, because we are in SLB B or hearing impaired if we in school that SLB A, C D and others it may be can applied. We always invite them to shout video motivation or subject that use media such as LCD or projector” (See Appendix 5)

When the researcher ask about kind of vocabulary that can explain using this media, teacher said that actually all vocabulary can explore with

this media, teacher only prepare the material that will be deliver to students with creatively, because students will interest that material that giving to them have a good style. Its data that say by teacher:

“If vocabulary is suitable many, almost all the vocabulary we can use using this media, we have to creatively create interesting and creative material for them, anyway the more we are creative they will also be more interest. Especially if we use images, like GIF vocabulary/verb, and others” (See Appendix 5)

Teacher does not have special preparation if want to use this media, maybe just make slide or can download some video to show. This media very effective to use in teaching and learning process, because the students still seldom to show media like LCD and Projector, they also seldom to show picture slide or video in school. So they will be more remember of some vocabulary if using this media, it's based data interview on June 14<sup>th</sup> 2017 that say:

“If I find it effective because they are proven they like this media, they are always curious about what I will play in the video / slide, they are also very happy when I use the media, and when they forget the material can be easily reminded if we use media like that.” (See Appendix 5)

Every teaching media always have a shortage and excess, this media also have both of them, if the excess already explain by teacher with data above, the shortage also saying by teacher based data in interview that say:

“such as the media are limited here, while there is only one and must be replacement with other students, and also if the material is not interesting they are only listening and not focusing with the material, but only the interest with media usage only” (See Appendix 5)

From data above, researcher know that audio/video effective to use in English class, but because the media is limit, the media must be used all of students from kindergarten until Senior High School. The support of effectively of this media, like the students say in interview data on April 4<sup>th</sup> 2017 as follow from S2:

“I like some music and video in English” (See Appendix 8)

Some of students like a watching video in English, so its why they usually like a process if their teacher play some video/slide during process teaching and learning vocabulary in class, it’s also support by the other students in data interview from S1 as follow:

“I like lesson in class that use picture that can move, or new something” (See Appendix 8)

From data hire can be take a result that mean by picture that can move is video or slide that used by teacher. Its why the using LCD and Projector is effective to teach them and combine by the creatively by teacher with using video/slide.

It’s the last media that saw by researcher during do observation in English class. There is teacher using picture. Almost every day teacher using this media to teach English vocabulary, the picture not always bring by teacher, but in their book of students is full with a picture and simple dialog with English language, teacher say in interview on June 14<sup>th</sup> 2017 that picture actually almost same with realia, the teacher also explain the reason why she using picture, the data as follow:

“Because if we use the picture is almost the same as the realia, but the difference if realia is the object in the form of real, and if the media images only images, can be seen but can't hold and do not know the original form. So they can imagine with the images we show.” (See Appendix 5)

Based on observation in Mach 7<sup>th</sup> 2017, Mach 9<sup>th</sup> 2017, April 4<sup>th</sup> 2017 and May 23<sup>rd</sup> 2017 teacher using a picture to teach vocabulary, teacher have many picture that have a shape cart must be match with cart that have a name of picture, name of picture also in English language, in other hand usually teacher using picture in their book to become a media of teaching vocabulary its support the data interview teacher as follow:

“Sometimes there is I use in the form of cart or matching the name of vocabulary and the picture is so like when observation yesterday, there is also only the picture below in write the name of Indonesian and English language. Sometimes there is also the use of their English language book package, because their book is also full picture, can be said 70% of the image and the 30% theory.” (See Appendix 5)

Actually not all vocabulary can describe using picture, teacher must be select vocabulary based on their material on curriculum that used in junior high school. Usually teacher only using picture if material do not have in their books, it's like he result of interview with English teacher that say:

“Because the kind of vocabulary is very much, so we must So we have to choose a vocabulary for junior high school, Usually only material that is not in the book, I use picture, because the book they are carrying was full by pictures.” (See Appendix 5)

The teaching and learning must be running maximal, because English is one of lesson that have National Examination, the content of English National Examination is multiple choice like the other, but if

students did know the meaning of question, they do not answer the question, it's the reason why learning vocabulary also important to them not only use in their daily activity, its support the data interview of teacher as follow:

“They are also have national aims like normal students, but the standard of difficulty is also different, and most of the exams in their national exams are vocabulary types, so yes I also have to maximize my English teaching so that my children can pass the national exam” (See Appendix 5)

Based on the interview and observation, the teacher using picture very effective to use in teaching and learning vocabulary especially to disable students, because if they teach only using a written, the student easy to bored, because they can't see the shape and the picture. If using picture they will interest and try to memorizing vocabulary Its support the data interview on June 14<sup>th</sup> 2017 as follow:

“Very effective, because by looking at the picture they can imagine, different if only taught using writer that I write on the board, they will easily bored and can't imagine because it does not know what shape” (See Appendix 5)

The students also like if teacher using picture to teach vocabulary in class, they interest like data interview from S3 as follow:

“bi like is Miss Risa bring a new something like picture that cute and interest” (See Appendix 6)

The media that used by teacher actually also mix by teacher to make a process of teaching and learning vocabulary in class can run with effectively. So its mean not only the strategy that mixes by teacher, but also media, in other hand in teaching and learning process teacher use

more than one strategy and media to teach vocabulary. That all of research finding that find by researcher during observation start on Mach 7<sup>th</sup> 2017 until June 5<sup>th</sup> 2017 also support from data interview and also documentation of research there is lesson plan