

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the finding of the study covering English teacher strategy to teach vocabulary, the material vocabulary to disable students and teaching media to teaching vocabulary to disable students at SLB B Negeri Tulungagung.

1. English teacher Strategy to teach Vocabulary for Disable Student

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 is 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 to teach vocabulary in SLB B Negeri Tulungagung that all students there is deaf students.

The first Strategy that used by teacher based on observation and interview is using Total Physical Response (TPR). Dianne (1986:116) says that TPR is a method of teaching language developed by James Asher

of San Jose State University in California. It is based on the premise that the human brain has a biological program for acquiring any natural language on earth. The process is visible when we observe how infants internalize their first language. TPR using teacher in English class of deaf students on March 14th 2017 and April 4th 2017 during researcher do the observation. Teacher use this strategy just want to combine and mix strategy that ever use before. This strategy's seldom used by teacher to teach vocabulary and the other lessons because of actually TPR must be used orally.

The teacher use TPR in class not only in English lessons, but also in other lessons. The process in teaching vocabulary using TPR in SLB B is by a manner teacher give some vocabulary or imperative sentence that written by teacher in board on english, and then the students must be act the imperative sentence. Why teacher must be written first not use oral automatically, because all of student in SLB B they can't hear or deaf students.

Meanwhile, to stimulate the students' participant, the findings show in chapter IV say that the student with special need category B or deaf students are given TPR method by teacher with the purpose to achieve the goal of English vocabulary. The teacher can build the coordination between teacher and students when the TPR method is used. The teacher emphasizes on TPR method to help students to know about

vocabulary in TPR and to facilitate the students to understand instruction given.

Though the result show that RPR less effective to deaf students, but one of them can understand what the imperative sentence was written by teacher in board and also doing the act. The students that do not understand the meaning of vocabulary or sentence only quiet, because they have a limited vocabulary. The teacher also say if TPR more better use in SMALB that have category, A,B,C,D and etc. the curriculum of SMPLB say that in elementary school they did not teach English lesson, so in junior high school is first time them to meet with other language. It's the reason why this strategy less effective to them

The second strategy, that used by English teacher to teach vocabulary is using gesture. The result of research say that this strategy also less effective because gesture almost same with sign language that use to communicate deaf students every day. Based on theory in chapter II, Chamont (2005:134) sat “that Using particular gestures or expressions in the classroom will lead students to associate them with a particular thing”, For example, if you always use the same gesture when you say “*Please stand up.*” students will become accustomed to it and stand up when you use that gesture even if you occasionally leave out the oral instruction.

Usually teacher only use gesture like finger pointing, say “ok” with a finger, and etc. But in this case teacher only used by teacher to

variation strategy in teaching vocabulary, the researcher also seldom to teach teacher using this strategy during observation in class.

The third strategy that used by teacher is sign language, Sign language use hand, face or other movement in a three dimension space as the physical means of communication. Sign language usually use by people that have dumb disabilities, but because of in class deaf students also they can't speak, so with automatically they use sign language to communicate. Steinberg (1993:76) There kind type of sign language and these differ as to whether not the sign represent ordinary language. such us Swedish, English and French, and there are sign language such as America sign language and British language which have their own word and grammatical systems for the generation of sentence.

Based on research the teacher using sing language type American and also common language, the differences both of them is a American sign language is sign language that can say or that can explain something using finger and hand like utterance "eating", "will", and etc. if common sign language is using finger that can say all the letter of alphabet start from A-Z and also added with the number 1-9. Teachers 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,

This strategy is very effective to use in SLB B because both of 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.

The fourth strategy is using writing language to teach vocabulary, the reason why teachers use this strategy because some of the students in class more like to write something than using sign language in class. Adger (2002:45) says that written language is one of the ways used to teach students with special needs in the classroom. Teachers usually use this strategy to assist students in understanding the lessons in the classroom, because students in the classroom can't communicate with the normal language.

The role of using written language is very simple like using sign language. Because teachers do not have a special preparation if they want to use this strategy, but if they teach using it, the students just can write and imagine the vocabulary, because the students may never see the shape of vocabulary that is given by the teacher. If the teacher uses the writing language the students also can try to arrange some sentence based on the vocabulary that is given by the teacher. Teachers use this strategy to help students memorize a vocabulary using their notes. It can be more effective in every class if they give them some vocabulary they write in books, because with writing the students will have a long time of vocabulary.

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

Material is important part in every teaching and learning, Gardener in Adger (2002:56) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. The children who attend school in SLB are focused on learning skills, their learning presentations are 60% for skill and 40% for classroom lessons. Based on research material that used by teacher to students is only simple vocabulary, because in junior high school they are the first time to use and find a foreign language. Simple vocabulary used by teachers because they tend to still learn to know objects around them using Indonesian language. From this, teacher try to step by step to make them to know more about English.

Simple vocabulary taught because they only learn simple words that exist around them just for their knowledge when they find the English language around them. As in shopping, in laptop / phone they also use English sometimes. In addition, they are difficult if the English language material is discussed in more detail, as the grammar is actually also there, but it must use a grammar that is really basic for them.

Another reason why they should learn vocabulary because when they want to graduate from junior high school, they also have to do a national exam and one of the subjects in their national exam is English. Students will not be able to do the exam if they can't interpret or not

understand the problem they encounter. In fact they also have an English language book they use for a year, in the book also comes with interesting pictures, vocabulary summaries and also singular sentences to increase their grammar knowledge.

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

In a research about the use of media in learning, Bandie (2006:56) 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 researchers want to explain the teaching media that use by teacher to teach vocabulary.

The first media that used by teacher is realia, refers to real objects or things. Generally, any objects of things can be carried out into school to represent the meaning from google. Based on interview and observation, researcher encounter teaching teachers using miniature cooking utensils to teach vocabulary in the classroom. Teachers use this media because, children with special needs need something interesting for media learning. Realia chosen by the teacher because this media very good for the students. When they see the teacher teaching, they can know the form of objects brought by the teacher, Not only see the form, but the students can

also know the usefulness and also can hold and know the usefulness of objects brought by the teacher.

Visual learning aids such as pictures and real objects are proper and effective only if they help learners to achieve the goal (Montgomery,, 2007:89). Realia is very effectively used in the classroom in vocabulary teaching. Especially for elementary school children, if the elementary school does not use English, but only introduced the object to them, otherwise in such a way they will not know the form and the name of objects around them, because in junior already there is English then Great of vocabulary raised with the addition of the English vocabulary earlier. Responses from students are also very good and they are very interested in this media because they

The next media is real situation, Real situation here means to create a classroom atmosphere like the original or in real life. This strategy is never used by the teacher, because it is not effective, Why this strategy is not effective, because deaf students find it difficult to communicate with others. They only communicate using sign language as well as written language. So this is the reason why this media is not suitable for deaf children like those in SLB B Negeri Tulungagung.

Audiovisual also using by teacher during process teaching and learning there. Mavida et al (1966:90), states that, the utilization of instructional materials such as visual learning aids make students participate effectively in the learning process, hence ending with quality

education that enable them to suit in the current society in relation to technological changes. Tochon (2009:176) suggests that video based reflections can be focused in three distinct ways: reconstructing past-thinking, post-activity narratives, or the construction of reflections on present and future actions.

Based on the above theory, discussing that audio visual can support students' success during learning process. Not only normal students, but also students with special needs such as in SLB, they are very interested in learning media using LCD / projector. Actually many kinds of audiovisual. But because they have a hearing impairment, so automatically they can't use the type of recording that belongs to one of the audiovisuals. Teachers will usually use videos vocabulary as well as slides on vocabulary to help them learn, add vocabulary and recalled vocabulary that has been taught.

This media is very suitable and effective when used in learning vocabulary because usually deaf students they only learn vocabulary in class and use writing or drawing cards made by teacher. But they rarely use this media, because this medium is only one in school and should be used interchangeably by other students, The more creative the teacher makes the material for this media, the students will be more pleased and interested to the material.

The last media taht used by teacher to teach vocabulary is using picture. According to Andrew Wright (1989 p.2)," Pictures are not just an aspect of method by through their representation of places, object, and

people they are an essential part of the overall experiences". In other words learners will have experiences in comprehending a new object thanks to pictures that facilitate this process, moreover they help them to imagine more efficiently. Mckenchnie (1980.135) defined the word picture in Webster Dictionary as an image of an object, person, or a scene produce on a flat/surface, especially by painting, drawing, photography.

Basically from the above explanation, the picture is a very good media and also interesting to serve as a vocabulary learning media. Children with hearing impairment are very happy when the teacher taught using the picture during the vocabulary lesson. Because although they can't touch the original objects in the picture, but they already know the shape of the object through the image.