

## **CHAPTER IV**

### **RESULT FINDING AND DISCUSSION OF RESEARCH**

This chapter presents the result and discussion of research. The data collected from the interview and observation which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research problem stated in the first chapter.

#### **A. Result Findings**

##### **1. School profile**

SLB PGRI Pademawu wa built on 20<sup>th</sup> May 2012. The headmaster of this school is H. Soegeng Riyanto. This school has seven teachers which consist of two male teachers and five female teachers. The address of this school is at Buddagan village. It is located at Buddagan village, Pademawu, Pamekasan, East Java. The telephone number 08193935129. This school has two classes; the first class elementary students. And the second classes are junior and senior high school students that merged into one class but different teachers. I take the data at the second classes in junior high school.

##### **2. The research Findings**

In this research, the researcher explained a bout how is the drill technique used in teaching English to mentally disabled mentally disabled students, what are the problem of drill technique faced by the teacher and

how the teacher solved the problem of drill technique face by mentally disabled mentally disabled students at SLB PGRI Pademawu.

The researcher conducted the research started from 01 – 25 November 2019 at the second classes. In this case a reason why the researcher choose second classes because the mentally disabled dominance in second classes. In this section the researcher conducted the research three meetings at this school. The first meeting was conducted on Wednesday 6<sup>th</sup> November 2019, the second meeting was on Tuesday 12<sup>th</sup> November 2019, and the last meeting was on Tuesday, 19<sup>th</sup> November 2019 at the second classes at SLB PGRI Pademawu.

Based on the documentation, the researcher used student activity program, handbook english lesson material to know what are the material that would be taught on the day. Furthermore there are three activities in English teaching learning process, they are pre-teaching, whilst-teaching and post-teaching, here as follow:

**a. How is The Drill Technique Used in Teaching English to Mentally disabled mentally disabled students.**

**a) The First Meeting**

The first meeting was conducted by the researcher on Tuesday 6<sup>th</sup> November 2019. It was at 07:30 am until 08:20 am. In this case the researcher was passive participant in English teaching learning proses.the teacher teached about “number”.

## a) Pre-Teaching

The first section in teaching learning process before the English teacher in the classroom it showed by:

- 1) At the beginning of the lesson the teacher greets mentally disabled students and asked them to pray together.

Teacher : “Assalamualaikum Warahmatullahi Wabarakatuh”

Students : “Waalaikumsalam Warahmatullahi Wabarakatuh”

Teacher : “Good Morning”

Students : ( All students quite)

Teacher : Kenapa tidak jawab? (Why you don't answer?)

One of Students: Apa bu? (What Mrs?)

Teacher : Kalau ibu bilang good morning, kalian jawab good morning juga ya. Artinya Good morning itu selamat pagi. (If I say good morning, You must answer good morning too. Meaning of good morning is selamat pag)

Students : Iya bu (Yes Mrs)

Teacher : Oke ibu ulangi, good morning (Okay, I will repeat, good morning)

Students : Good morning

Teacher : Bagus, sebelum memulai pelajaran ayo kita berdo'a bersama-sama terlebih dahulu. (Good job, before starting the lesson let's pray together first)

The teacher and the students pray together

- 2) After that the teacher do appreciation and communicates with students about the presence of students.
- 3) Next, the teacher asked the mentally disabled students what activities are done before they went to school.
- 4) Then, the teacher asked the mentally disabled students one by one if they taken the Duha prayer.

- 5) Informs about the material that already prepared by the teacher, and the material is about numbers.

b) Whilst-Teaching

It is about main point in English teaching learning process in the classroom. The teacher started the lesson with explained the material that would be discussed during in English teaching learning process. The teacher explained about numbers.

- 1) The teacher shown the writing numbers one until ten on the paper.



(4.1 The teacher shown the writing numbers to the students)

- 2) The teacher reads one by one of the numbers one until ten using indonesian language and translates it into English.
- 3) Mentally disabled students listen to the teacher when the teacher mentions the numbers one until ten by translating into English.

- 4) The teacher asked mentally disabled students to repeating what the numbers that the teacher said.

Teacher : Barusan ibu sudah menyebutkan satu per satu angka yang ibu tulis di kertas dengan bahasa inggrisnya. Sekarang kalian ulangi bersama-sama setelah ibu. (Just now I already mentioned one by one the number that I wrote on the paper and the English of that numbe. Now, you repeat together after me)

Teacher : Satu "one", dua "two, tiga "three", empat "four", lima "five", enam "six", tujuh "seven", delapan "eight", sembilan "nine", sepuluh "ten".

Students : Satu "one", dua "two, tiga "three", empat "four", lima "five", enam "six", tujuh "seven", delapan "eight", sembilan "nine", sepuluh "ten".

Teacher : Roni, liat ibu jangan nulis dulu dan ikut mengulang bersama-sama dengan teman-temannya. (Roni, look at me, don't write and repeat together with your friends)

Roni : Smiling while keep said "iya bu" (yes mrs)

Teacher : Sekarang bersama-sama ulangi sekali lagi. Satu "one", dua "two, tiga "three". (Now, repeat together one's more) The teacher repeats reading the numbers one until ten again.

Students : "Repeats the numbers that the teacher said one until ten"

The teacher asked the students to repeats after the teacher read the numbers. two until three times



(4.2 The mentally disabled repeat the number that the teacher said)

- 5) The teacher asked the mentally disabled students to guess about the numbers and the English of the numbers.

Teacher : Sekarang kalian harus jawab angka berapa yang ibu tunjukkan dengan bahasa inggris dari angka tersebut. (Now you have to answer which number I show and said the english of that number)

Students : Iya bu. (Yes Mrs)

Teacher : Ini angka berapa? \*point number one and two\* (What number is this?)

Students : Satu, dua (One, two)

Teacher : Bahasa inggrisnya satu dan dua apa? (What is the English of number one and two)

Students : One, ntu

Teacher : Bukan ntu tapi two, coba ulangi sekali lagi. (Not ntu but two, please try again)

Students : One, Two.

Teacher : Good job.

The teacher give guesses numbers one through ten. But they did not answer all guesses correctly. Some of them can only remember one until three english of the numbers and one until five english of the numbers. There are also those who answer just following their freinds.

- 6) The teacher repeats the question one by one to every mentally disabled students with a different quantity to each mentally disabled students because each mentally disabled studentshas a different level.





(4.3 The teacher repeats the questions one by one to the students)

c) Post Teaching

- 1) The teacher invites mentally disabled students together to repeat the numbers one until ten and their English.

Teacher : Oke sebelum pelajaran selesai kalian sebutkan bersama-sama angka dan bahasa inggrisnya. Ulangi setelah ibu. (Okay, before the lesson end you must mention together the numbers and the English of the numbers. Repeat after me)

Students : Iya bu ( Yes mrs)

The teacher and the students repeating read the number before close the program.

- 2) The teacher told to the mentally disabled students learned more at home with their parents about the material they have learned.
- 3) The teacher asked the mentally disabled students to pray together.

## b) The second meeting

The second meeting held on Wednesday 12<sup>th</sup> November 2019. The Teaching Learning process was began at 07.30 am until 08:20 am. in the second meeting there are three steps in teaching english to mentally disabled students in SLB PGRI Pademawu. They are pre-teaching, whilst teaching, and last is post teaching. It will be showed by following:

### a) Pre-Teaching

The first, the teacher began the teaching learning English by praying together. After that the teacher do appreciation and communicates with students about the presence of students.

Next, the teacher asked the students they have Duha praye. Then, the teacher inform the mentally disabled students that the teacher will repeat the material yesterday, in order to make the student more remember the vocabulary of the numbers.

Teacher :Hari ini ibu akan mengajar angka lagi, agar kalian makin paham dan ingat. (Today I will teach numbers again, so that you can understand and remember more)

Students : Iya bu ( Yes mrs )

### b) Whilst-Teaching

It is about the main point in teaching learning English process in the classroom. The teacher started the lesson by



asking the mentally disabled students who still remember about the English of numbers has been taught yesterday.

Teacher : Sekarang ibu mau tanya, siapa yang masih ingat bahasa inggrisnya angka satu sampai sepuluh? (Now I want to ask, who still remember the English of numbers one until ten?)

One of students : Satu "one", Dua "two", tiga gak tahu bu (Three I don't know)

Teacher : Yang lainnya ada yang masih inget? (Anyone else who still remember?)

Students : Shaking their head.

Then, Because just one student answers the question.

So, the teacher asked them one by one and almost all of them can't answer it.

After that, the teacher shown the picture of numbers one until ten each number is separate, and mention one by one the pictures of the number using indonesian language and then the teacher translate in to English.

Each picture of numbers that mention is repeated 3two until three times, and the teacher invite all the mentally disabled students to pronounce the numbers after their teacher.

Teacher : Sekarang ibu mau nunjukin gambar sama kalian, kalian tebak gambar apa ini? (Now I will show you pictures, you have guess what pictures this is?)

Students : Gambar angka bu. (pictures of numbers Mrs)

Teacher : Sekarang ibu akan sebutkan angka pada gambar ini dengan bahasa inggrisnya. (Now, I will mention the numbers in this pictures and the English of the numbers)

Students : Iya bu. (Yes Mrs)

Teacher : Satu “one”.One “satu”. Angka satu bahasa inggrisnya apa? (what is the English of number one)

Students : One

Teacher : Dua “two”. Two “dua”. Dua? (two?)

Students : two

The teacher does the same thing until number ten.



(4.2 The teacher shown the pictures to the mentally disabled students)

Then, the teacher asked the mentally disabled students one by one to guess the pictures number shown by the teacher using English. After that, The teacher teaches mentally disabled students who still get difficulty remembering the vocabulary of the numbers by repeatedly.

Teacher : Tadi sudah mengulang bersama-sama sekarang ibu tanya kalian satu persatu. (Just now we have been repeating together, now I ask you one by one)

Teacher : Iwan ini angka berapa? (Iwan, what number is this?)

Iwan : Tiga bu. (Three Mrs)

Teacher : Bahasa inggrisnya tiga apa? (What is the English of number three?)

Iwan : Tii

Teacher : Bukan tii tapi three. Coba ulangi bahasa inggrisnya tiga apa? (Not tii but three. Try repeating what is the English of number three?)

Iwan : Three

Teacher : okay bagus.

The teacher does the same thing to all of the students.



(4.3 The teacher asked the mentally disabled students to guess the picture of numbers)

#### c) Post-Teaching

The teacher suggest the mentally disabled students should be diligent study and memorize the vocabulary in helping their parents or their family.

#### c) **The third meeting**

The third meeting held on Tuesday 19<sup>th</sup> November 2019. The teacher teach the mentally disabled students the vocabulary about objects around them.

a) Pre-Teaching

- 1) Opening with greeting, and praying together before starting the learning.
- 2) Check student attendance
- 3) Ask the mentally disabled students what activities are done before they went to school
- 4) Then the teacher asked the students one by one if they have taken the Duha prayer at school.
- 5) The teacher tells about the theme that will be discussed, they are about objects around them.

b) Whilst-Teaching

- 1) At first, the teacher shown the pictures that already prepare by the teacher.



(4.3 The teacher shown the pictures to the students)

- 2) The teacher asked the mentally disabled students about the material related with the pictures.



(4.4 The teacher asked the students to guess the pictures)

Teacher : Ayo coba tebak ini gambar apa? \*The teacher shown picture of pen\* (Let's guess, what picture is this?)

One of students : Bolpen bu (Pen Mrs)

Teacher : Yakin kalau ini gambar bolpen? (Are you sure this is a picture of pen?)

Students : the students keep nodding their head.

- 3) After that the student guess the pictures. If the student can not answers the question or the student answers incorrectly, the teacher asked to another students.



(4.5 The teacher shown the pictures to mentally disabled students)

- Teacher : Coba perhatikan lagi, ini bukan gambar bolpen. Roni coba tebak ini gambar apa? (Look at again, this is not picture of a pen. Roni let's guess what picture is this?)
- Roni : Pencil bu (Pencil Mrs)
- Teacher : Good job, bahasa inggrisnya pencil apa? (Good job, what is pencil in English?)
- Students : Gak tau bu.(I don't know)
- Teacher : Bahasa inggrisnya pencil itu pencil. Coba ulangi, bahasa inggrisnya pencil apa? (The English of pencil is pencil. Please try to repeat, what is pencil in English)
- Students : Pencil bu.

- 4) Next, the teacher asked the students to find out the real object of the pictures.



- (4.6 The teacher asked the students to shown the real thing related with the pictures)

- Teacher : Coba Roni tunjukkan mana yang disebut pencil (Come on Roni show me which is called a pencil)
- Roni : Ini bu \*while holding his pencil\*. (This is Mrs)
- Teacher : Bagus. Bahasa inggrisnya pencil yang di pegang roni apa? (Good job, What is pencil in English that roni hold?)
- Students : Pencil bu.

Teacher : Okay Good job.

The teacher do the same thing with different pictures.

c) Post-Teaching

- 1) The teacher suggest the mentally disabled students should be diligent study and memorize the vocabulary in helping their parents or their family.
- 2) The teacher asked the mentally disabled students to pray together.

**b. What are The Problems of Drill Technique Faced by the Teacher.**

Teaching English to mentally disabled using drill technique by teacher is not simple. The teacher can not used all the technique of drill technique to teach mentally disabled. The teacher must choose right technique to achieve a success in teaching and learning English. The teacher face any difficulties in class, as she said in the interview.

The first question that researcher asked, it was a bout the preparation before teaching learning English to mentally disabled.

And the teacher said that:

“Yes, before teaching usually I make preparation about the material that I want to give to them. Such as summarize or write an advance about the material that I will teach, Pictures in accordance with the material that will be teach by me. Because, If I just pronounce the material they will difficult to understand what I said.”<sup>1</sup>

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<sup>1</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

After that the researcher continue to the next questions, she asked about what are the problem of drill technique faced by the teacher in teaching english to mentally disabled:

“The problem or the difficulty that I faced during I used this technique, the student feel bored. So, the cause they more difficult to listen to me. May be they feel bored because the material always repated.”<sup>2</sup>

And for the second difficulties that faced by the teacher in teaching learning proses is:

“The second problem; Very hard to make them understand, remember and pronounce correctly about the material. So, it should be really patient when teaching them.”<sup>3</sup>

And for the third difficulties that faced by the teacher in teaching learning proses is:

“The third difficulty; Then, the limitation of their abstract thinking caused the mentally disabled students to be less active in teaching and learning process and make me get confused when determine the material that will be teach by me.”<sup>4</sup>

So, there are third difficulties that faced by the teacher in the class when they taught about English subject to mentally disabled mentally disabled students at SLB PGRI Pademawu. Besides that, the teacher also has a solution to overcome that problems that occur in the classroom during the teaching learning process.

### **c. The Teacher Solved The Problem of Drill Technique.**

This meeting the researcher was done the interview with the teacher about research focus in this thesis. The researcher saw that

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<sup>2</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

<sup>3</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

<sup>4</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.



there are some solution to overcome that problem like the answer of interview as follow:

“To deal with the problem that I faced, such as mentally disabled students who feel bored because the material is always repeated. Sometimes I invite them to study outside of the classroom, and involve them in the teaching and learning process. Such as, I choose one of them to come forward and I ask to mention some numbers using indonesian language. Then, the other mentally disabled students guess the English of the numbers.”<sup>5</sup>

And for the second problem, the teacher solved the problem in the class by:

“Then, to make them quickly understand, remember and pronounce correctly about the material that we teach to them. That is by repeating the material often as possible and also asked the mentally disabled students to guess the picture shown by me. To make them pronounce correctly about the vocabulary , I ask them one by one to repeat what I say according with the material.”<sup>6</sup>

And the third problem, the teacher solved the problem in the class by:

“And to solving the third problem, that is limitation of their abstract thinking caused make me get confused when determine the material that will be teach by me. So, every time I teach them I always show them the picture or the thing, and sometimes I teach the vocabulary of objects around them.”<sup>7</sup>

## **B. Discussion**

In this discussion section, the researcher will discuss about the result of researcher. It is in line with the research focus that is aimed to describe and identify How is the drill technique used in teaching English to mentally disabled mentally disabled students, what are the problems faced of drill

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<sup>5</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

<sup>6</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

<sup>7</sup> Direct interview with Mrs. Novita Sari, the teacher at SLB PGRI Pademawu, 19 november 2019.

technique by the teacher, and how the teacher solved the problems of drill technique.

From the result of study above, the researcher has already know How is the drill technique used in teaching English to mentally disabled mentally disabled students, what are the problems faced of drill technique by the teacher, and how the teacher solved the problems of drill technique.

### **1. How is The Drill Technique Used in Teaching English to Mentally disabled mentally disabled students.**

Teaching english to mentally disabled students is different when teaching english to normal children. The teacher must choose right technique in teaching English to mentally disabled students to achieve teaching learning goals. In this case, in SLB PGRI Pademawu the teacher used drill technique as a technique in teaching English to mentally disabled students.

Based on the observation, the following is the use of drill technique to mentally disabled students at SLB PGRI Pademawu:

#### **a. The teacher delivered the material that already prepared by the teacher**

Before teaching, usually the teacher at SLB PGRI Pademawu prepares the material that will be teach to mentally disabled students. Such as preparing pictures in accordance with the material. It is suitabled with Aqila Smart statment that the teacher must make planning of learning.<sup>8</sup>

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<sup>8</sup>Aqila Smart, *Anak Cacat Bukan Kiamat (Metode pemebelajaran & Terapi untuk anak berkebutuhan khusus)* (Yogyakarta: Kata Hati, 2010), 97.

**b. The teacher shown the paper or the pictures that related with the material**

The teacher shown the paper or pictures that related with the material, and the teacher reads the material using indonesian language and translates it into English. Then the mentally disabled students listen to the teacher when the teacher delivered the material using indonesian laguange and traslate into English.

**c. The teacher asked mentally disabled students to repeating the material that the teacher said for several time**

After the teacher delivered the material using indonesian language and translate into English, the teacher asked mentally disabled studentsto repeating the material that the teacher said, and it is doing by the teacher over and over. In order to make the mentally disabled students imitate how to pronounce the vocabulary correctly.Those description are in line with Scote Thornburry statement on the definition of drill technique that drill technique used by the teacher to giving repetition to the mentally disabled students.<sup>9</sup>

**d. The teacher asks the mentally disabled students to guess about the English of the material**

Then, after the teacher asked the mentally disabled students to repeat what the teacher said. The teacher give conjecture to the students, the teacher asked the mentally disabled students to guess together the English of the vocabulary. Those description in line with Diani Larsen

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<sup>9</sup>Scote Thornbury, *How to Teach Speaking* (English: Pearson Education Limited, 2005), 63.

Freeman on the types of drill technique in Question and Answer drill that The mentally disabled students should answer the teacher's questions very quickly.<sup>10</sup>

**e. The teacher repeats the question one by one to every mentally disabled students**

Because just some of the mentally disabled can guesses the conjuncture, the teacher repeats the conjuncture one by one to mentally disabled students. In order to all the students can guesses and remember the vocabulary.

**f. The teacher invited the students together to repeat the material with the English pronunciation**

Last, the teacher invited the students together to repeat the material with the English pronunciation. After that, the teacher gives motivation to mentally disabled mentally disabled students to study more with their parents or family related with the material.

In short, by the description of the use of drill technique in teaching english to mentally disabled mentally disabled students, it means that the implementations of that technique is effective for mentally disabled students. They can remember the vocabulary, it is because the teacher always repeating the material, the teacher used pictures media and the teacher demonstrate the material. Then the mentally disabled not only remember the vocabulary but they can pronounce that vocabulary even if it is not fluent. Last, the mentally

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<sup>10</sup>Diane Larsen Freeman, *TECHNIQUES AND PRINCIPLES IN LANGUAGE TEACHING* (New York: Oxford University Press, 1986), 47.

disabled mentally disabled students can increase they memory, vocabulary and speaking skill expecially in English subject.

## **2. The Problems of Drill Technique Faced by the Teacher.**

In the teaching learning process, when the teacher used technique to support the teaching learning process. Actually, The teacher having difficulties or problem when applying that technique, and it is suitable with the teacher's statement when the researcher took the interview. In the interview, the teacher, Mrs. Novita Sari states that there are three problems faced by the teacher during teaching english subject.

### **a. The mentally disabled students having bored**

The mentally disabled students having bored, they are hard to listen to the material. And they are upset when told to follow what the teacher said. It might be because they feel bored with the activities that only repeat the material continuously. Those statement are line with deva statement in her that one of the problems about drills is that they are fairly monotonous. So that in teaching learning process the teacher get problem that is the mentally disabled students are fairly monotonous.<sup>11</sup>

### **b. The mentally disabled students hard to pronouncing the vocabulary correctly**

The second problem, the mentally disabled students are hard to understand, remember and pronounce correctly about the material being taught. Such as Novita Yosiani state that mentally disabled mentally

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<sup>11</sup><https://teffl.wordpress.com/2010/06/13/drilling/amp/>," t.t.

disabled students having difficulty in remembering what they see, hear, causing difficulty in speaking and communicating.<sup>12</sup>

**c. The mentally disabled less active in the teaching learning process**

Their limitation abstract thinking, causing them to be less active in teaching and learning process and make the teacher get confused when determine the material that will be teach by the teacher. It is suitable with Nunung Aprianto statement that mentally disabled students are experiencing delays in all areas, the range of their memory are short, especially related to academic, less able to think abstract and complicated.<sup>13</sup>

**3. The Teacher Solved The Problem of Drill Technique.**

To solving that problem, the teacher has many ways such as:

**a. The teacher do the teaching and learning activities outside the classroom**

Sometimes the teacher do the teaching and learning process outside of the classroom in order to make the mentally disabled students not feel bored. The teacher also involve the mentally disabled students in teaching learning process.

**b. The teacher repeating the material for several time**

Then, to faced the mentally disabled students who have difficulty in understanding, remembering and pronounce correctly the material or the vocabulary that the teacher give to the mentally disabled students, the

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<sup>12</sup>Novita Yosiani, "Relasi Karakteristik Anak Tunagrahita Dengan Pola Tata Ruang Belajar di Sekolah Biasa" 1 (2014): 2.

<sup>13</sup>Nunung Apriyanto, *Seluk Beluk Tunagrahita & Strategi Pembelajaran* (Jogjakarta: Javalitera, 2014), 21.

teacher always repeats the material often as possible and the teacher also asked the mentally disabled students to guess the picture shown by the teacher, and the teacher asked the mentally disabled students one by one to repeat what the teacher said in order to make the mentally disabled students be able to pronounce correctly about the vocabulary.

**c. Using picture or props in teaching the mentally disabled students**

Last, to solved the problem that faced by the teacher such as the mentally disabled students are limited in abstract thinking caused the teacher get confused when determine the material. The teacher always prepare the pictures, things or props related with the material that will teach by teacher. Sometimes, the teacher teach the vocabulary of objects around the mentally disabled students. Those statment are line with aqila smart statement that with all they limitations mentally disabled students are more interested in their attention to teaching and learning activities that use concrete objects or objects that look real and clear or with a variety of appropriate props.<sup>14</sup>

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<sup>14</sup>Aqila Smart, *Anak Cacat Bukan Kiamat (Metode pembelajaran & Terapi untuk anak berkebutuhan khusus)*, 17.