

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result and discussion of this research. The data collected from interview, observation, and documentation is discussed based on the theory and concept from the previous chapter. It presents the answer of the research problem stated in the first chapter.

#### A. Research Findings

##### 1. School Profile

SLB PGRI Pademawu was built on 20<sup>th</sup> May 2012. The headmaster of this school is H. Soegeng Riyanto. The address of this school is at Buddagan village. It is located at Buddagan village, Pademawu, Pamekasan, East Java. The telephone number 081939351291. This school has seven teachers which consist of two male teachers and five female teachers. They are Yuliana, Muhammad Maski Khalil, Reny Arieriswhita Zandra, Marwiatun Naimah, Novita Sari, Dwi Kurnia Maulia and last H. Soegeng Riyanto both as the chief of this school.

This school has two classes; the first class for elementary school students which consist of seventeen students and the second class for junior and senior high school students which

consist of thirteen students in a class. So SLB PGRI Pademawu has thirty disabled student which divided in two classes only. Then I take the data at the second classes.

All of the students are Muslim, only one student who is Christian. And this school applies K13 curriculum. The facilities of this school are a warehouse room, a hall room, a skills room, and one function (sport) room.

## **2. The Research Findings**

In this research, the researcher explained about how the teacher uses maternal reflective method in teaching English to disabled students with deaf. The researcher here conducted the data started from 1<sup>th</sup> November 2019 until 25<sup>th</sup> November 2019.

In this case, the researcher used observation to collect the data that the researcher need. It helped the researcher to identify the strategy or method that the English teacher implements in English teaching learning activity in the classroom. The researcher also recorded certain occasion in the classroom either taking photographs or audio video. The second one was interview. Data from interview answered the second and the third of research focus to get the data about what are the difficulties and the way to solve the difficulties in teaching English using maternal reflective method to disabled students with deaf.

The researcher here conducted the research in two meeting

at this school. The first meeting was conducted on Thursday, 7<sup>th</sup> November 2019, the second meeting on Thursday, 14<sup>th</sup> November 2019 and the last meeting on Thursday, 21<sup>th</sup> November 2019 at the second class of SLB PGRI Pademawu.

Based on the documentation, the researcher used student activity program, the handout of English lesson material, and English lesson book to know what 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 the maternal reflective method used for teaching to disabled student with deaf at SLB PGRI Pademawu.**

**1) The First Meeting**

The first meeting was conducted on Thursday, 1<sup>th</sup> November 2019. It was started at 08.20 am until 09.15 am. In this case the researcher was as passive participant in English teaching learning process. The teacher explain about "expression" in which topic was "expression to great someone".

**a) Pre-Teaching**

The first section in teaching learning process in the classroom. It showed by:

- 1) The teacher prepared the topic or material that make by teacher a day before the teaching learning process of

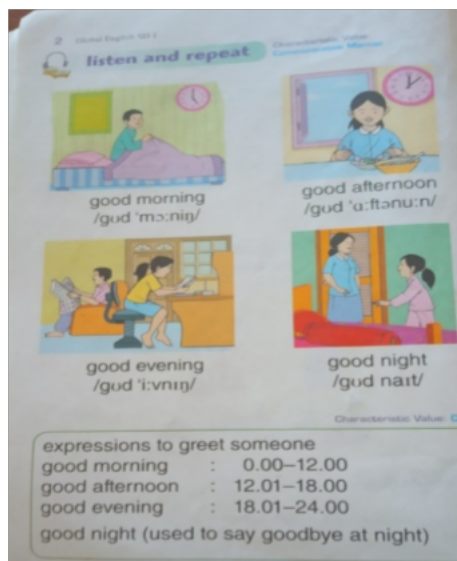
deaf students.

- 2) After that the teacher take conditions of the students to sit down and prepare to study.
- 3) Before starting the lesson the teacher asks students to pray together.
- 4) After that the teacher communicates with students about the presence of students by using body sign language.
- 5) The teacher asks the students one by one if they have taken the Duha prayer at school.
- 6) Then the teacher tells about the theme that will be discussed, they are about greetings.
- 7) The teacher tells to students about the learning objectives of the theme.

a) Whilst-Teaching

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

- 1) At first, the teacher shows the picture in the handbook. The teacher lets the deaf students see the picture in those handbook.



(The picture of the material or topic)

2) Students observe the picture shown by the teacher.



(The student see the picture)

- 3) The teacher lets the students discuss with their friends using sign language.
- 4) Furthermore, with the guidance of the teacher students can determine the activity or purpose of the picture.
- 5) The teacher explains the activities in the picture to students using sign language.



- (The teacher explain about the picture using bodysign)
- 6) After that the teacher mentions the name of or vocabulary from the picture, such as:

The teacher: "This is 'Good Morning' (while showing the picture)."

The teacher: "This is 'Good Afternoon'(while showing the picture)."

The teacher: "This is 'Good Evening'."

The teacher: "This is 'Good Night' used to say goodbye at night."



- (The teacher mention the vocabulary in the picture)
- 7) Then the teacher ask the students to pronounce the vocabulary of the picture in English.



(One of the student tries to pronounce the vocabulary)

8) Then the teacher tells the meaning of the vocabulary in Indonesian.

9) After they understand, the teacher spells the vocabulary with bodysign.



(The Teacher Spells The Vocabulary)

10) Next the teacher asks the students to write the vocabulary with the phonetic alphabet in their books.



(The student writes the vocabulary)

11) Then the teacher gives correction about their writing.



(The teacher gives correction about their writing)

12) The teacher continues the teaching activity as above in the next pictures.

13) After that the teacher and students read the vocabulary in the picture together.

14) Next the teacher asks the students one by one to answer the teacher' questions, about greetings.



(The teacher gives question to the students)

15) The teacher asks the students to mention the vocabulary of the picture after that the teacher asks students to rewrite it in their book to find out whether students have remembered the vocabulary or not.





(The teacher shut the student's writing that their wrote before)

a) Post-Teaching

- 1) The teacher concludes learning on this day.
- 2) The teacher suggests that what is learned today is remembered, understood and used in students' daily lives.



(The teacher asks the student to remembered the vocabulary)

- 3) The teacher conveys the message that students diligently carry out the obligatory prayers at home and fill in the obligatory prayer sheets given by the teacher.
- 4) The teacher also said that students are diligent in helping their parents and friends.

5) Next students are asked to read prayers together.

## 2) The Second Meeting

The second meeting was conducted on Thursday, 7<sup>th</sup> November 2019. It was started at 08.20 am until 09.15 am. In this case the researcher was as passive participant in English teaching learning process. The teacher explain about “expression” in which topic was still “expression to great someone”. It will be showed in the following:

### a) Pre-Teaching

The first section is the teacher takes conditions of the students to sit down and prepare to study. After that the teacher asks the deaf student to start the lesson with pray together. After that the teacher asks the student about the material in last meeting. The teacher review the vocabulary in the last meeting, to know is the deaf student still memorize it or not.



(The students prepare to study)

### b) Whilst-Teaching

In this section, the teacher start the lesson by asking them open they book or their writing in last meeting. Then the teacher asks them to read that material. After they

read it, the teacher gives the example of the vocabulary in sentence form.

After deaf student understand about that sentence then the teacher gives a dialog relates with the material expression of greeting someone. At first the teacher read the dialog, then she read again the dialog af by using body sign in order the deaf student understand about the dialog about expression of greeting someone.

Then when they have understand about the dialog, the teacher asks deaf student to practice that dialog with their friends. So at the second meeting the teacher only repeat the material and add the material by giving them a dialog.

#### c) Post-Teaching

The teacher suggests deaf student to use the dialog in their daily life. The teacher also said that students should be diligent in helping their parents and friends. .

### **3) The Third Meeting**

The third meeting was conducted on Thursday, 21<sup>th</sup> November 2019. It was started at 08.20 am until 09.15 am. In the third meeting there are three steps in teaching writing to disabled students with deaf at SLB PGRI Pademawu. They are pre-teaching, whilst-teaching, and last is post-teaching. In this case, the teacher explain about "Part of School" in which topic was "My School", and it will be showed in the following:

#### a) Pre-Teaching

The first section in teaching learning process in the classroom. It showed by, at first the teacher takes conditions of the students to sit down and prepare to study.

Before starting the lesson the teacher asks the students to pray together. After that the teacher asks the student about the material in last meeting. The teacher review the material in the last meeting, in order that the student can memorize and understand it, also they use it in their daily lives.

Then the teacher asks the students one by one if they have taken the Duha prayer at school.

#### b) Whilst-Teaching

It is about the main point in English teaching learning process in the classroom. The teacher started the lesson with explained the material that would be discussed during the teaching learning process, as follows; At first, the teacher shows the picture in the handbook.



(The material)

Then, the students observe the picture shown by the teacher.



(The students discuss with with their friend)

Furthermore, with the guidance of the teacher students can determine the activity in the picture. Then the teacher explains the activities in the picture to students using sign language. After that the teacher mentions the name of or vocabulary from the picture. Then the teacher asks to the students to pronounce the vocabulary of the picture in English.

After that the teacher tells the meaning of the vocabulary in Indonesian. If some of them still did not

understand about the vocabulary, the teacher take them to the real place such as take them to schoolyard and toilet. Then the teacher tells them about the place relates with the material.

After that the teacher asks to every deaf students to write all of the vocabulary with the phonetic alphabet in their books.



(The students write the vocabulary)

After that the teacher give correction about their writing. Then the teacher continues the teaching activity as above in the next pictures. Next, the teacher asks the students to mention the vocabulary of the picture after that the teacher asks students to rewrite it in their book to find out whether students have remembered the vocabulary or not.

#### c) Post-Teaching

The teacher suggests that what is learned today is

remembered, understood and used in students' daily lives.

The teacher also said that students should be diligent in helping their parents and friends. Then the students are asked to pray together.

**b. The difficulties faced by the teacher in teaching english to disabled student with deaf at SLB PGRI Pademawu**

Teaching english to disabled student with deaf is not simple. The english teacher can not use all teaching methods in teaching disabled student with deaf. They have to use a suitable method and they need more effort in teaching deaf students. So that the teacher face any difficulties in class, as she said in the interview:

The first question that researcher asked, it was about the difficulties faced by the teacher in teaching to disabled student with deaf, in this case the teacher tell some difficulties that she got in teaching learning to deaf student, there are:

“Building their understanding is one of the difficulties faced by teachers especially when taught deaf children. So every words are difficult for them to understand because the word or vocabulary is different from Indonesian vocabulary.”<sup>1</sup>

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

“The second difficulty; they still confused between how to write and how to read the vocabulary, because in English vocabulary, the written and pronunciation are different. And to make them correct in their pronunciation and writing

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<sup>1</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu, 25 November 2019.

is very difficult because they always read the vocabulary according to the written. Like the word 'One' they read O-N-E not wλn.<sup>2</sup>

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

“Third difficulty: they still get difficulties in memorizing vocabularies or dialogue. It is because their hearing level is different, so each student has different ability to memorizing the vocabulary or dialog.”<sup>3</sup>

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

“The next difficulty is in telling them about the meaning of the vocabulary, even though there is a picture but sometimes they still ask "what is it?". Especially when explaining vocabulary such as adjectives. There is no pictures to explain about adjectives, so we have difficulty in explaining it.”<sup>4</sup>

So, there are fourth difficulties that faced by teacher in the class when they taught about English lesson to deaf 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 solves the difficulties in teaching english to disabled student with deaf at SLB PGRI Pademawu.**

In every difficulties in teaching learning to deaf student, the teacher has made a sollution to overcome that problem. It is relate with the interview which has taken by the researcher, they

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<sup>2</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.

<sup>3</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu, 25 November 2019.

<sup>4</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.



are:

“To solving that problem, I ask them to memorize the vocabulary first, because by memorizing they can remember and understand the vocabulary.”<sup>5</sup>

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

“Secondly to overcome their confusion in writing and reading, we must also write down how to read the writing of the vocabulary or the phonetic of the vocabulary. And also we have to spell letters so they can write correctly.”<sup>6</sup>

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

“To face the students who have difficulty in remembering English vocabulary, we usually repeat the material and also provide oral tests such as asking students to guess the picture shown by me. And it is done at the end of the lesson or the next day.”<sup>7</sup>

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

“And to overcome students who have difficulty in understanding the meaning, first I will illustrate the vocabulary and if they still do not understand, we must write a description of the vocabulary or if it is too difficult for students then we must take students to the real object or place of the vocabulary.”<sup>8</sup>

## B. Discussion

In this section, after displaying the research findings, the researcher will discuss the explanation about the research focuses,

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<sup>5</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.

<sup>6</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.

<sup>7</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu, 25 November 2019.

<sup>8</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.

they are how the teacher uses maternal reflective method in teaching English to disabled student with deaf and what are the difficulties faced by teacher in teaching English and also how to solve the problems faced by teacher in teaching English. Here as follow:

### **1. How the maternal reflective method used for teaching english to disabled student with deaf at SLB PGRI Pademawu.**

In teaching and learning process for deaf student, a teacher needs a right method in the classroom, in order the teaching learning process can be success and the deaf student can understand the material delivered by the teacher. In this case, the teacher used the maternal reflective method as a method in teaching english for deaf student.

Based on the observation, the researcher obtained the data that there are three steps in teaching learning to deaf student, those are pre-teaching, whilst teaching, and post teaching. At first, the teacher began the teaching learning process by taking conversation with the student such as asks them wether they have taken the Dhuha Prayer or not. After that the teacher discussed the topic by using body gestures or sign language. It is suitable with Aqila's statement that the implementation of maternal reflective method firstly, the teacher take the conversation that they were doing was still in the form of conversation through body gestures or sign language and with clear voice.<sup>9</sup> So, at first the teacher making a

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<sup>9</sup> Aqila Smart, *Anak Cacat Bukan Kiamat (Metode pemebelajaran & Terapi untuk anak*

conversation with the deaf student by using body gestures or sign language dealing with the material will be delivered by the teacher.

After that the teacher explains the material or topic. In this case the teacher uses picture as media in teaching english to them. The teacher explain that picture to deaf student by using body gestures. Then, the students observe the picture shown by the teacher. After that the teacher lets the students discuss with their friends using sign language. Those descriptions are in line with Yuwati statement on the implementation of maternal reflective method that the ability to read is still in an ideovisual level, it means the deaf student can only read through pictures.<sup>10</sup> Those statement also suitable with ahmad rois statement that the teacher needs many media such as picture.<sup>11</sup> So that, in implementing maternal reflective method the teacher uses some pictures as media in teaching to deaf students.

Then, through the picture, the teacher describes the material by using body gestures or sign language. Besides that the teacher also asks the deaf students relates with the material, such as asking them about what is the topic today, then asks them to mention the vocabularies and the meaning relates with the picture.

Then if they still did not understand about the picture, the teacher will give the description of that picture in writing description.

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*berkebutuhan khusus*) (Yogyakarta: Kata Hati, 2010), 120.

<sup>10</sup> Zulmiyetri, "Jurnal Konseling dan Pendidikan, Metode Maternal Refektif untuk Meningkatkan Kemampuan Bahasa Lisan Anak Tuna Rungu," 2, 2017, 64.

<sup>11</sup> Ahmad Rois, "Journal Implementasi Metode Maternal Reflektif Dalam Pembelajaran Bahasa Arab Bagi Anak Tuna Rungu di SLB Purwosari Kudus," 2018, 386.

The teacher writes the description of the material on the students' book. Moreover, if they still did not understand, the teacher will show them to the real thing or real situation or the real place relates with the picture, in order the deaf student can understand the material well. For example, in the interview, the English teacher states that she/he take the deaf student to the road to find out the meaning of a speeding vehicle."<sup>12</sup>

Futhermore, in the teaching learning process, the researcher found out that the way teacher taught was good and pleasant; the deaf student could understand the material well, they can understand the picture with the teacher description only, so the teacher do not need to show them about the real situation or the real thing relates with the picture. Also during the observation, the deaf student can answer the teacher' question. Then they can repeat the material delivered by the teacher on the day.

However, in the implementation of maternal reflective method, some students become noisy, it could be caused the teacher only focused on one student only when she/he speaks or tells the material. Those statement suitable with Ahmad Rois statement on his journal that one of the inhibition faced by the teacher in teaching to deaf students is sometimes it makes other students become noisy because the teacher's only focus to one student.<sup>13</sup>

In short, by the description of the use of maternal reflective

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<sup>12</sup> Direct Interview with Mrs. Reny A. Zandra, the English teacher of SLB PGRI Pademawu.

<sup>13</sup> Ahmad Rois, "Journal Implementasi Metode Maternal Reflektif Dalam Pembelajaran Bahasa Arab Bagi Anak Tuna Rungu di SLB Purwosari Kudus," 386.

method in teaching english to deaf student, it means that the implementations of that method is effective for deaf students. They can understand the material well, it is because the teacher uses pictures media and the real situation in teaching them. Then the deaf students not only understand the material but they can pronounce that vocabulary. Last, the deaf students can increase they reading skill also their writing skill expecially in English subject.

## **2. The difficulties faced by the teacher in teaching english to disabled student with deaf at SLB PGRI Pademawu**

In addition, besides observation, the researcher also conducted interview with the English teacher at SLB PGRI Pademawu, Mrs. Reny A. Zandra, S.pd., about the difficulties faced by the teacher during the implementation of maternal reflective method to deaf students. In the interview, the teacher states that there are four difficulties faced by the teacher during teaching English lesson, the first is building the deaf students' understanding. Every words are difficult for them to understand because the word or vocabulary is different from Indonesian vocabulary. Those statement are in line with Ahmad Wasita statement that deaf students poor in vocabulary, they also have difficulties in understanding language expressions that contain figurative meanings and abstract words. Ahmad wasita also stated that they get difficulty in understanding complex sentences or long

sentences and figurative forms.<sup>14</sup> So building the deaf student understanding about the material delivered by the teacher is one the difficulties faced by teacher in teaching English to deaf students.

The second is they still confused between how to write and how to read the vocabulary because in English vocabulary, the written and pronunciation are different. And to make them correct in their pronunciation and writing is very difficult because they always read the vocabulary according to the written. Like the word 'One' they read O-N-E not wʌn. It is proven from the observation, the deaf student still confused between how to write and how to read the vocabulary, So, to make them correct in writing and pronunciation, the teacher needs to teach them repeatedly, and they need more effort. Yuwati states in the journal of the implementation of maternal reflective method that when teaching the reflective maternal method, the teacher repeats the explanation many times also she/he repeats the child's expression or speech.<sup>15</sup> It is relates with Ahmad rois statement that deaf children are very poor in their memory function, so reading and writing lessons cannot be ignored.<sup>16</sup>

Third difficulties is they still get difficulties in memorizing vocabularies or dialogue. It is because their hearing level is different,

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<sup>14</sup> Ahmad Wasita, *Seluk Beluk Tuna Rungu dan Tuna Wicara* (Yogyakarta: JavaLitera, 2014), 22.

<sup>15</sup> Zulmiyetri, "Jurnal Konseling dan Pendidikan, Metode Maternal Refektif untuk Meningkatkan Kemampuan Bahasa Lisan Anak Tuna Rungu," 64.

<sup>16</sup> Ahmad Rois, "Journal Implementasi Metode Maternal Reflektif Dalam Pembelajaran Bahasa Arab Bagi Anak Tuna Rungu di SLB Purwosari Kudus," 376.

so each student has different ability to memorizing the vocabulary or dialog. Such as Ahmad Rois statements that not all of students have the same experience and IQ. Sometimes there is passive student without any reflection.<sup>17</sup> So every deaf students has different hearing classification, so that, the teacher needs to repeat the material many times especially for deaf student who has low hearing levels in order they can memorize every vocabulary or material delivered by the teacher.

And last difficulties is difficulties in telling them about the meaning of the vocabulary, even though there is a picture but sometimes they still ask "what is it?". It means that building their understanding of vocabulary or sentence is difficult, especially when explaining vocabulary such as adjectives. It is because that vocabulary is not concrete thing, so the teacher will get difficulties. Such ahmad wasita states that the impact of language problems in language is the result of their interaction with concrete or non abstract things.<sup>18</sup> So sometimes the teacher bring them to the real situation or real place related with the picture or material so make them really understand about the material delivered by the teacher.

### **3. The teacher solves the difficulties in teaching english to disabled student with deaf at SLB PGRI Pademawu.**

To solving that problem, Mrs. Reny A. Zandra, S.pd., the

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<sup>17</sup> Ahmad Rois, 386.

<sup>18</sup> Ahmad Wasita, *Seluk Beluk Tuna Rungu dan Tuna Wicara*, 22.

English teacher at SLB PGRI Pademawu has many ways such as, to solving the difficult word she asks the deaf students to read the vocabulary many times and memorize it, because by memorizing they can remember and understand the vocabulary. Those statement are in line with Yuwati statement that when teaching the reflective maternal method, the teacher repeats the explanation many times also she/he repeats the child's expression or speech and then responds.<sup>19</sup> So that make the students memorize the vocabulary taught by the teacher, the english teacher repeats the vocabulary many times then asks the deaf student to memorize it.

Secondly, to overcome their confusion in writing and reading, the teacher must also write down how to read the writing of the vocabulary or the phonetic of the vocabulary. And also the teachers have to spell the letters so they can write correctly. Then the teacher repeat it many times in order they can memorize the vocabulary and the phonetic alphabet of the vocabulary.

Futhermore, to face the students who have difficulty in remembering English vocabulary, the teacher provide oral tests such as asking students to guess the picture shown by the teacher. And it is done at the end of the lesson. But for some students which has a low IQ the teacher asks the student to guess at the next day, in order the deaf student can memorize it at their home first.

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<sup>19</sup> Zulmiyetri, "Jurnal Konseling dan Pendidikan, Metode Maternal Refektif untuk Meningkatkan Kemampuan Bahasa Lisan Anak Tuna Rungu," 64.



Last, to overcome students who have difficulty in understanding the meaning, firstly the teacher tells the material use body sign while showing the picture. After that the teacher illustrates the vocabulary and if they still do not understand, the teacher must write the meaning of the vocabulary in description text in order they can read and understand the meaning.

Then if it is too difficult for students then the teacher must take students to the real object or place of the vocabulary such as take them on the road and see the passing vehicle to find out the meaning of a 'speeding vehicle'. Then sometime it takes students to the fields to find out the real object about the word 'grass'.