

Chapter Four

Findings and Discussion

This chapter provides findings and discussion of an analysis of learning strategies of hearing impaired students at grade seven in learning English language at school for special need SLB/B N 1 Kasihan Bantul. In this chapter, the results of the data analysis are presented. The data were collected through observation and interview then analyzed in response to the research questions posed in Chapter I.

Data generated from conducting the research on an analysis of learning strategies of impaired students at grade seven in learning English language at school for special need SLB/B N 1 Bantul was divided into four strategies namely; learning English through writing, reading, sign language, media. Findings were organized to answer the research questions mentioned in Chapter I.

Learning English through writing

Learning English through writing is the one of few strategies to hearing impaired students. Based on my research which was held on November 23, 2014 the researcher made and designed the observation list and observation sheets for four students. The researcher observed the proses of hearing impaired students learning through writing, reading, media, sign language. Teacher created a warm conversation to stimulate students in order they are interested in learning English.

Student learn English by imitating their teacher when the teachers wrote English words on blackboard, the students rewrite them on their books.

Students did the same thing when the students learned English through writing.

Based on the observation, the students were enthusiastic with the writing material.

The students looked at the previous notes in order to accomplish learning tasks which were given by the teacher. The table below presents the findings on the learning through writing.

Respondent	By writing
1	√
2	√
3	√
4	√

Table 4.1. *The findings on the Learning English through writing in SLB/B N 1*

KASIHAN BANTUL

As seen in the table 4.1, all the students learned English through writing. Four students in this research (R.1 R.2 R.3 R.4) answered that they learned English through writing. Students learned to write words with letters spelling. They wrote letter by letter and strung the letters into words. All students in this class were active to write on the blackboard when the teacher asked the class to come forward to answer the question. If the students answered and did the mistakes in writing, the teacher corrected the answer. Four students in this research did the same activity when writing. If hearing impaired students did

mistakes in accomplishing the material, the students asked their smartest friend who the smartest to correct the task. Teachers also provided information and motivated the students related to improve their writing abilities by displaying the results of student learning in writing English (observation, 2014).

Based on the interview and observation, the researcher found that, the hearing impaired students still found difficulties to write in English because their vocabularies are limited and they did not know how to write correctly. When the teacher asked the students to write simple sentences in English, they found difficulty in writing the simple sentence. It was happened seen when students are still made a lot of mistakes in writing. This strategy was quite support the learning process of the English language but there were also constraints faced by students.

Learning English Through Reading

Hearing impaired students who participated in this study reported that, one of the strategies to learn English language is through reading. The table below presents Learning English Through Reading.

Respondent	By reading
1	√
2	√
3	√
4	-

Table 4.2. *The Findings on the Learning English Through Reading in SLB/B N 1*

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As seen in the table 4.2 The findings from the interview are in line with Yuwanti (2000) Reading is the one of method that can enrich knowledge therefore, emphasis on teaching reading is the good way to hearing impaired students(P:69).

Three students in this research (R.1 R.2 R.3) answered that they learned English through reading. Based on the class observation, the three students were excited when the teachers explained reading material and students did reading practice by using picture books. The students in this research chose reading as the most favorable way to study English. Reading is the simplest way to understand the word or sentence in English. For instance, they learned about how to read clock is it "Time" in English Language, teacher gave example by using sentences on the blackboard and students imitated with lips and tried to put out the same sound that exemplified teachers, students felt by hand brought near the mouth and the students can feel the same rhythm.

When teacher explained how to read the time to the students, teacher positions face to face so students are able to look at what the teacher's lips. Students chair positions also considered, because in one class there were only four students so that all students sit in one line, so it is easy for the teacher to explain the reading material. Verbal material such as English, teacher make simple sentences that can be understood by hearing impaired students, so the material presented can be understood well by the hearing impaired students. Hearing impaired students seem enjoyed learning English by reading because it can be done repeatedly.

Hearing impaired students still have four senses that can be used to support learning English. One of the senses is visual. For instance, the utility of visual sense is reading. Hearing impaired students feel more comfortable to read English book. This can be seen as three out of four students in this research like reading English. The teacher gave material related the reading comprehension then students underline the English words and found the meaning in the side of the reading task. Student seem feel enjoy when reading English book because they can read any kind of English book freely, if they do not understand the meaning of the words, they ask the teacher to translate the words. By reading students are not only know the new vocabulary but also the structure and the grammar in simple sentences. When they learned how to mention the clock in English language, the teacher gave the example about spelling the clock, the teacher asked students to imitate the teacher and demonstrate with the real clock to make students more understand about the material. after students practice, the students have to tried individually. In other hand, hearing impaired student very slow in learning English they learn number and clock very slowly because. Their ability to receive new vocabulary is different with normal student in same grade. (observation 2014).

According to the observation and interview the researcher found that Students prefer to learn English by reading because the students can pay attention to detail and can be done anywhere. Learning English by reading can improve the student's ability to remember and enrich their vocabulary in English. English learning through reading for hearing impaired students is the favorable strategies

because students can involve the class seriously and following the teacher order to read and the student tried. Constraints faced by students when the students read English books Students must be accompanied in learning to read English in order to avoid error pronoun some words.

Learning English through sign language

Based on the observation the student usually using sign language to communicate with their friends that suffered hearing Impaired too. This strategies can help hearing impaired student learn English language and student more comfortable with the strategies. It also can be seen from the observation that the activities in the classroom also involved sign language. When the researcher observe which was held on November 23, 2014 Four students in the classroom using sign when they interaction with their friends, the students using sign language to spell the alphabet and number. Learning English language by using sign language shown by teacher when mention the number or clock.

Teacher also used finger spelling to indicate the abbreviation or word that does not have such cues like minutes, seconds, a quarter of an hour, half an hour. This strategies used when the teacher explained the material clock amid no sign language, so teachers should use finger spelling. Students also attended classes with discussion clock with enthusiastic and understand when teachers used finger spelling in describing words that there is no sign language.

Based on written interview which was held on November 30, 2014. Sign language strategy was used only when needed. All students learnt sign language

from their teachers more often teachers use sign language students are increasingly aware and agile in the use of sign language. The table below presents The Findings on the Types of Learning English Through Sign Language.

Respondent	By sign language
1	√
2	-
3	√
4	√

Table 4.3. *The Findings on the Types of Learning English Through Sign Language in SLB/B N 1 KASIHAN BANTUL*

As seen in the table 4.3 The findings from the interview are in line with Ashman and Elkins (1994) argued that the standard sign language gives a complete overview of the language to the deaf (hearing impaired student), so they need to learn it well. The form is a systematic order for a set of finger gestures, hands, and range of motion to symbolize Indonesian vocabulary.

Based to the observation and interview the researcher found that sign language is helping their in learning English especially when learn with their friends. Three students in this research answered (R1 R3 R4) they were helped by the sign language in learned English. This is seen when the students interact in the classroom and they exchanged information about the material provided by the teacher.

Sign language gave more overview about the words. Students can describe anything with sign language. Student can spell the word and the letters or number in English. Each student counts related information material provided by the teacher and it is visible when the observation takes place. Students use sign language to enable them to interact with friends.

Learning English through media

The strategies of learning English language are using media. The most appropriate media used is visual media that can be used mainly in teaching hearing impaired students which include images, graphics, objects such as currency and stuff in classroom are suitable to hearing impaired students. Based on the observation which was held on November 23, 2014, hearing impaired students learn English language through media by using stuff in the classroom, there are clock, blackboard, maps, chairs, and tables. Hearing impaired students use visual media which students can see objects directly. Students learned to recognize numbers and clockwise using a wall clock that was demonstrated by the teacher and the students pay attention then try it. Students also helped by the media used by teacher so that adds to the understanding of students in identifying materials in English using the media wall clock. Teacher also explains how the clock works. the table below presents The Findings on the Types of Learning English Through Media.

Respondent	By media
1	-
2	√
3	√
4	√

Table 4.4. *The Findings on the Types of Learning English Through Media in SLB/B N 1 KASIHAN BANTUL*

As seen in the table 4.3 The findings from the interview are in line with Nana Sudjana and Ahmad Rival (2002: 2-3) argues that: "learning media can improve the learning process. student reasons is concerned with the benefits of learning media in the learning process of students as follows:

Learning will be more attractive for students so that they can lead to motivation to learn. The students is more meaningful with the learning materials that can be understood by students and allow students to learning goals well. Learning strategy will be more varied, not merely verbal communication through the narrative of words by the teacher.

Students do more learning activities, because not only listen to the description of the teacher, but also other activities namely: observe, perform, demonstrate and others.

Three students in this research (R.2 R.3 R.4) answered students learned English using media which are exist in the classroom. The answer according to the student activity seen when the teacher explain material of hour using a wall clock. Students can see and observe objects around the class and recite the names of objects in the English language. Teachers also utilize visual media to teach English for the hearing impaired student to draw objects on the board.

According the interview the researcher found that hearing impaired students learned English by using real object. Limitations of speech and hearing students are not difficult to learn them because many strategies that student can use to learn English. Many students use media such as through a picture book of English so that students are able to memorize and learn words in the English language. Constraints faced by students in using this strategy are school does not have adequate facilities for hearing impaired student associated with visual media that can support English learning students in the classroom.

Based on interviews and observations made the researcher strategies that students do in the classroom to learn English with various combinations of strategies, among others; writing, reading, using media and sign language. This table below presents the findings on using variety strategies.

Respondent	By writing	By reading	By media	By sign language
1	√	√	-	√
2	√	√	√	-
3	√	√	√	√
4	√	-	√	√

Table 4.5. *The findings on the English learning strategies*

As seen in the table 4.5, four students in this research using combination of strategies. A combination of these strategies is called Total communication method. According to the Smith (2009;28) . Total communication Method is strategies apply a variety of methods and media of communication such as sign language, read speech and media images, reading, writing, drawing. Hearing impaired student usually learn English by using read speech, finger alphabet as well as learning to write and read). Visible when many class activities using various combinations of strategies. Students using variety of strategies in the classroom in one meeting. Teachers and students interact with each other to achieve the learning objectives, the four students are active.

English subjects had a purpose so that learners can communicate orally and in writing, or gesture in accordance with the rules of the use of English by native speakers. (Depdiknas, 2006: 75), so that the child requires that suffered hearing impaired to be able to speak or communicate using the English language where there is a difference between writing and pronunciation. Besides that hearing impaired also have an understanding.

The analysis of research that has been conducted by researchers indicated strategies used by students in learning English. Teacher teach the students no special treatment for the student, student hearing impaired student have to speak out their voice even the voice is lower, when teacher talked with the hearing impaired students must accompany with sound and slow when talking with the students. Total communication method adapts to the ability of students in the hope of increasing the understanding of hearing impaired student to the subject matter presented by the teacher.