

## **Chapter Four**

### **Finding and Discussion**

This chapter will discuss the findings of research based on the data from the interview. The findings are taken from the participants' perception and supported by some literatures. Two pseudonyms, Rose and Sunflowers, are used to keep the participants' identity. The findings of this research are the teachers' reasons of using visual aids in teaching English and their perception on the effects of using visual aids in teaching English to students with hearing impairments.

#### **Reasons for Using Visual Aids in Teaching English to Hearing Impaired Students**

The researcher found some reasons for using visual aids to teach English to students with hearing impairments articulated by the teachers. The participants stated their reasons of using visual aids as a means to help the students learn, give interesting media for the students, and give affordable access for teaching. Further discussion about these findings is presented as follows:

**Finding 1: Help the students learn.** The participants in this research stated that their consideration for using visual aids in teaching English to hearing impaired students was because the students can only learn by using their visual sense due to their incapacity in auditory sense. Rose mentioned, "because they are hearing impaired and visual learners". Then, the hearing impairments caused them need visual aids to guide them in learning. Rose added that "because the hearing impaired students need it [visual aids] more than the hearing students". Further, she also said that "so, I feel that it [the use of visual aids] is helpful, very helpful

for children with hearing impairments”. Then, Sunflower had similar consideration that visual aids were needed by hearing impaired students. She said, “so, for children with hearing impairments, visual aids are very needed”. These statements were inline with Agyem et al. (2013) who stated that the hearing impaired students would have lack of language hearing or written form, and these suggested the teachers to use visual teaching strategy. Agyem et al. (2013) also suggested that the materials given to the hearing impaired students had to be visually clear so that the students would be easier to learn.

Besides helping the students to learn in terms of students’ condition, visual aids can be in the form of pictures and flashcards in vocabulary learning, such as learning about foods, clothes, vehicles, job occupations, hobbies, physical appearances, animals, house equipments, and plants. The use of visual aids would help the hearing impaired students in understanding the vocabulary. Sunflower said that “sometimes, we think that [certain vocabulary] is easy, but [the reality says that] the children have not know [those vocabulary]. Sometimes, [the teachers] use realia by bringing them outside [the classroom]”. She explained that learning English was not a simple thing for the hearing impaired students. It supported Saeva and Zamfirov (2012) who mentioned that students with hearing impairments felt learning second or foreign language was complicated. For these reasons, the use of visual aids was suggested in order to help the students with hearing impairment in learning the materials.

Based on the discussion above, the students faced the vocabulary problem in learning English. There were some common words which had not been known

by the students because they had limited vocabulary mastery. Therefore, the participants considered that the use of visual aids would help the students understand the meaning of certain vocabulary. Rose said that “the most frequently used is picture”. Then, Rose explained the reason for using picture, “I use picture for [helping the students] understand the meaning”. Rose also said that if she did not use the picture as one of visual aids, the students would be unsure with the meaning of words. The result of study conducted by Chang, Chow and Fung (2005) explained the cause related to the problem mentioned above that children with hearing loss had receptive vocabulary delay as one of their problem. Then, Sunflower added that the students chose to learn vocabulary using pictures, “they prefer [to learn the materials using] pictures with vocabulary”. It can be concluded that most of the hearing impaired students had difficulties in understanding the meaning of words because they had receptive vocabulary delay (Chang, Chow & Fung, 2005). It caused them required the use of visual aids.

**Finding 2: Give interesting media for the students.** The other reason for using visual aids in teaching English to student with hearing impairments told by the teachers was because the use of visual aids was interesting. Rose mentioned one interesting visual aids used by her which was Logico. She stated that “it [Logico] is a variation in order to prevent them from boredom”. Then, Rose also said that “so, [the students are] more interested in learning”. The answer was emphasized by Sunflower who told that “it [the use of visual aids] is more interesting”. The findings supported some scholars, such as Allen et al. (2000) who stated that visual aids did not only increase the students’ interest, but also

facilitated the students to relate the visual aids and the students' past experience. Furthermore, Krcelic and Matijevic (2015) stated that the use of reading text activity was no longer effective for students' attention and interest, so they could be facilitated by visual tools, such as pictures or videos. Visual aids could be one of solutions when students with hearing impairment felt bored in the English teaching and learning activity because it was interesting for the students.

**Finding 3: Give affordable access for teaching.** Based on the interview, the participants revealed that visual aids were easy in some aspects, such as easy to use, effective, and easy to found. Rose said that "it [visual aids] is easy to be used". She also said that "[the use of visual aids make the teachers] easier to explain [the materials]". She thought that teaching using visual aids simplified her in finding, using, and explaining the materials. It was inline with Allen, Kate and Marquez (2000) who stated that the use of visual aids would help the teachers in presenting the materials. Moreover, sometimes the use of visual aids also made the students laugh, especially when the teacher drew the pictures in the blackboard. That situation would support the teachers to do teaching and learning activity in the classroom. Then, the use of visual aids was efficient. It is stataed by Sunflower that "the time allocation [for teaching and learning activity using visual aids] is shorter". This statement supported Bozdogan (2011) who said that when using visual aids, the instruction give more successful result in order to cover the lack of information. Therefore, the teaching and learning activity would be more efficient.

## **The Effects of Using Visual Aids in Teaching English to Hearing Impaired Students**

Based on the interview result, some effects of using visual aids in teaching English to students with hearing impairments were found. Those effects were related to the students' positive feeling, the teacher's positive feeling, the students' understanding the materials better, the students' ability to accomplish the task, teachers' ability to achieve the learning goal, the students' longstanding memory about their study. The discussion about the effects found will be presented as follows:

**Finding 1: Give positive feelings to the students.** Based on the interview result, the use of visual aids was affected to the students' feeling in teaching and learning process. The first, the participant said that her students felt happy when she used visual aids in explaining the materials. Rose said that "the students are happy because if only the written form, they will feel bored". Rose in the interview process explained that learning English was difficult for the students if they had to remember the English words without aids. Then, the difficulty increased because they also had difficulty related to Indonesian language as their second language. It was related to the study of Farhi (2013) which stated that one kind of visual aids which was audio-visual aids would help the learners in understanding the context of the language so that they would feel happy. Therefore, the students would be helped in learning so that they would feel happier.

The second, the use of visual aids gave effect in creating fun learning atmosphere which influenced students' feeling in learning English. Rose said that "Sometimes it [the use of visual aids] creates fun atmosphere". She explicated that the use of visual aids sometimes made the students laugh, for example when they saw her drawing on the blackboard so that the teaching and learning process would be more fun. It was similar with the study of Yunus, Salehi and John (2013) which explained that the characteristics of visual aids such as colour, light, and sound would increase learners' interest in learning literary text so that it would make the fun atmosphere in the learning process. This effect of visual aids could be the consideration for the teacher when choosing teaching media to teach difficult materials.

The third, The use of visual aids in teaching English to students with hearing impairments also affected the students' motivation in learning the materials. Sunflower said that "They [the students] are motivated [when the teachers use visual aids in teaching]". The use of visual aids in teaching and learning activity would increase learner's interest in understanding the learning concept, and visual aids made the teachers easy to explain the materials to the students (Hamad et al., 2015). Therefore, using visual aids would influence learners' interest so that the students' would be more motivated to learn the materials.

**Finding 2: Give positive feelings to the teachers.** The first, the use of visual aids made the teachers feel easier. Rose said that "firstly, it [the use of visual aids] makes me feel easier". She explained that teaching English to hearing

impaired students was difficult so that she needed visual aids. Chen (2006) stated that these difficulties emerge because they were not supported with unmodified activities which fitted to their ability. Accordingly, the teachers had to create the activity which made the hearing impaired students easy to learn, for example using visual aids.

The second, the teachers felt happy when using visual aids. Rose said that “I am also happy when they understand [the materials]”. She told to the researcher that the students would understand the English vocabulary easily when she showed them the pictures. It was inline with the study of Wankhede (2014) which stated that children with hearing impairments would be easier in understanding and learning speaking by using visual aids. Therefore, she felt happy if the students were able to understand the materials because the use of visual aids.

The third, Sunflower added that she felt satisfied in teaching English to hearing impaired students when she utilized visual aids. She told that “I feel satisfied if the students know and understand what I explain”. Saad, Telajan and Zamri (2014) said that visual media gave positive improvement in students’ learning. When the students were able to understand what they learn, the teachers would feel that they had taught their student well. Therefore, the teachers would try to find the way to realize their goal.

**Finding 3: Make the students understand the materials better.** The effect of using visual aids in teaching English to hearing impaired students was made them understand the materials better than before. It was stated by Sunflower

that “the students understand [the materials] more [than before]”. She explained that the use of visual aids were more understandable and acceptable for the students. Besides, the students could follow the activities in the evaluation session because sometimes, the visual aids were also used in that session. Sunflower said that “in my opinion, in the evaluation, they also understand [be able to follow the activity and finish the task]”. Then, Sunflower gave example of activity implemented in the evaluation session, such as the students are asked to arrange the jumbled letters of a word.

The findings strengthen the theory from some scholars, and one of them was Saad et al. (2014) who correlated the use of visual aids and students understanding. Saad et al. (2014) told that visual media and students’ understanding had a positive correlation which meant that the use of visual media would support the students in understanding the materials. It could be underlined that visual aids really had a role for the students with hearing impaired in understanding the materials which were taught by the teachers.

**Finding 4: Increase the students’ ability to accomplish the task.** The use of visual aids influenced the students in finishing the learning task, such as putting a label on a right picture. Rose said that “They can do the task [such as putting a label on a right picture]”. She also said that “They finish the task [such as putting a label on a right picture] correctly”. She explained that the students would be able to do the task if they had understood about the materials so that this effect had correlation with the previous one. Moreover, Sunflower also told that the students could answer the questions in order to check their understanding. She

said that “They can answer my questions [when the teachers use visual aids in teaching]”. Then, she also said that the students were able to mention some vocabulary which had been learned. She told that “They can mention [the vocabulary]”.

Those findings were inline with the function of visual aids based on Agyem, Asare and Obusu (2013). They stated that by doing visualization, the students would be helped in remembering the materials which would influence their academic development. Their ability in doing the task correctly would influence directly to their academic achievement.

**Finding 5: Increase teachers’ ability to achieve the learning goal.**

Every teacher had their goals which they wanted to achieve in teaching and learning process. Based on the interview result, the use of visual aids would help the teachers in achieving their goals. Sunflower said that “it means achieved our goal [with the help of visual aids]”. She explained that the example of learning goals was the students were able to identify the objects around the class. The statement was supported by Bozdogan (2011), the study about the impact of visual materials explained that by using visual aids, the instruction give more successful result in order to cover the lack of information. Ramirez (2016) also stated in his study that one kind of visual aids which was multimedia visual aids was useful to support the learning activity. Therefore, the deficiency which was caused by their hearing impairments would be covered by the use of visual aids so that the goal would still be achieved.

**Finding 6: Give the students longlasting memory about the learning materials.** The effect of using visual aids in teaching English to students with hearing impairments was maintaining the students' memory of the materials so that they would not forget it easily. It was said by Sunflower that "It means they are not easy to forget [the materials]". It would help the students to remember the materials which had been learned by them. The statement of Sunflower was supported by Birinci (2014) who said that foreign language teachers could use visual materials in teaching hearing impaired students because the students would be easy to remember the words using their visual memory. Then, Krcelic and Matijevic (2015) also stated the similar point which was visual tools would help the students in remembering the learning materials because the picture would draw a scheme in the memory. It could be concluded that the use of visual aids in teaching English to hearing impaired students would help the students in remembering the materials, or they were not easy to forget the materials.