

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents research finding and discussion. It is intended to answer the problems of the study. In finding, the researcher described the process of collecting the data and the data finding. Then, in the discussion the researcher deduced the finding.

#### **A. Research Findings**

The researcher has done the research and has gotten the complete data from all the techniques included in interview, observation, questionnaire and documentation. To gain the objectives of the research, the researcher has analyzed the data systematically and accurately. The data was then analyzed in order to give meaningful interpretation and draw inferences about the object of the evaluation. In reporting the findings of the research, the researcher reported the results based on the topic in research problems; What the strategies of teaching English grammar applied by the teacher to second year students of SMPLB Ma'arif Lamongan are, what the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment are, how do the students' respond toward the teaching strategies of English grammar applied by the teacher, and are all the strategies applied by the teacher effective. It is specified as follows:

### **1) Strategies of Teaching English Grammar for Students with Hearing Impairment at SMPLB Ma'arif Lamongan**

The finding for the first research problem was gained through interview, observation and documentation. In interview technique, the researcher used interview guideline as the instrument to collect the data. In the process of *interview* with the teacher which was hold on June 05, 2012, first, the researcher informed the objectives of doing this research. Then, she asked teacher's permission to do interview with her. After permitted by the teacher, in order to gain as much as information from the teacher, the researcher used "*unstructured and open interview terms*" which were has done by the researcher. So the researcher did not make the questions to interview the teacher structuredly, but she only used interview guideline which only about the common topic of research problems. So the researcher asked the teacher according to the topic in interview guideline freely, based on the teacher response. Apparently, this activity flowed and the researcher got expand data until became 18 questions (in appendix 1:interview result). Even the data gotten were expanding, but the researcher did data reduction to answer the first research problem. Then the answer for the first research problem was inferred that the teacher used some strategies in teaching English grammar to students with hearing impairment. They were: *deductive and inductive strategies* which combined with *cooperative strategy and individual strategy*. Those were adapted to the situation of students, number of students, and different intelligence levels of students. Then, the applications of those strategies were described by the teacher directly as in this part of interview transcript:

*“For deductive strategy is the teaching concept from the general to the concrete. For the warm-up activity, I give the overview and the introduction of the topic to students, for example: teacher explains to students what the future time likes, the present time, the past time like, then for each time the teacher explains how the formula is (tense), introducing the subject, verb types . Then the teacher gave an exercise or practice of the topics covered. And for the evaluation, the teacher gives questions about the topics discussed, such as: true or false question, fill the blank. For explaining the lesson topic, I usually also use a visual aid.*

*For now, at grade 8, there are only 2 students with different levels of mastering sign language and intelligence. Actually, teaching strategies or approaches have to do to each student (individual). Moreover, one of them formerly from public schools, then to the understanding of sign language is also not an expert and does not have a lot of vocabulary as well. Then the other one, formerly at elementary level, she comes from a special school (SLB), she has the more understanding about sign language and vocabulary too much. Therefore, in this class I also used cooperative strategy among students (discussions) in order to maximize students' understanding of the lesson and problem solving become faster with a discussion among students.*

*Inductive strategy is the teaching concept from the concrete to the general, as opposed to deductive. So this strategy is as modifications and variations in teaching grammar. For the first activity, the teacher gives examples of the topics in question form, for example: matching the subject to be 'past' it, identifying the formula of an existing sentence. So the students will get a summary and explanation of the topic automatically after analyzing the sample and doing the questions.”*

After doing interview with the teacher, the researcher continued the technique of collecting data by observation (hold on June, 06 and 08 2012). The objective of observation was to reemphasize the result of interview. Te researcher checked whether the result of interview was same with the real data from the field or not. Therefore, the researcher has done observation for two times based on the result of interview which were told, there are two strategies used by the teacher in teaching grammar. In fact, the result of interview was coherent with the result of observation.

Then, in observation technique, the researcher has described the result of observation checklist into observation notes which explained detail in appendix 2. And the data gotten from interview and observation techniques had supported with the data gotten from documentation which was lesson plan (appendix 3).

Getting all of data to answer the first research problem, the researcher continued to analyze the data in order to give meaningful interpretation based on some theory. The researcher saw that the teacher used some strategies in teaching English grammar on three stages: pre-activity, main activity, and post activity. The application of these strategies have described in above paragraph (a part of interview transcript). And the analysis of the data as follows:

After doing observation for two times in the class, the researcher considered the strategies applied by the teacher during the class were same as the strategies of Thornburry's in **"How to Teach Grammar"** by Scout Thornburry and Senjaya's in **"Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan"** which is quoted by Arif <sup>1</sup>; deductive (which has to do with starting the presentation of a rule and is followed by examples which the rule is applied), and inductive (which has to do with concerning on starting some examples from which the rule is inferred. Moreover, the teacher indirectly applied one or more teaching principles of some

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<sup>1</sup> <http://blog.elearning.unesa.ac.id/m-saikhul-arif/tugas-makalah-1-pengertian-strategi-metode-teknik-dan-taktik> accessed on 06-25-12 at 06.15pm

people such as: Bratanata's, Marschark's, and Ms. Fleming's in her teaching during the class.

It was proven in *observation I*, how the researcher saw the teacher applied *presentation* in the class which emphasize on introducing formula, function, and examples of *simple past tense*'. Then, the teacher applied *practice* stage by giving the students more activities for analyzing sentences. Moreover, the teacher conducted *production* activities through matching activities. In this case, the teacher applied ***deductive strategy*** because she emphasized on the rule of grammar '*simple past tense*' as led-in before getting into the stages of examples and practice which the rule is applied. The teacher indirectly applied PPP (presentation, practice, production) model in the process of teaching grammar.

Moreover, the teacher on *presentation stage of observation I* applied indirectly a teaching principle of Bratanata's in the book entitled **"Pendidikan Anak-Anak Terbelakang"** to make the students active in communication and understand the material better; *principle 6: Give them chances for following group activities*. It meant that by letting them to discuss the miss understand material, the teacher basically helped them be active in communication to overcome their miss understand of the topic presented. Thus, appropriate activity used by the teacher in the class influences the students' activeness in the process of teaching and learning. Moreover, in this stage the teacher also indirectly applied Marschark's principle in teaching students with hearing impairment; *It was important to consider about the education*

of students with hearing impairment from perspective of **what we know** rather than **what we want** because the teacher knew the students condition, so she adapted her teaching strategy based on the students need.

On *main-activity of observation 1*, the teacher wrote some sentences of 'simple past tense' in the white board. Then she asked every student to analyze the sentence by investigating the formula. The researcher considered that this activity resembled Ms. Fleming's strategy; *strategy 4: Mark all the English sentence constituents with their labels: subject, predicate, object, adverb, etc.; and also individual parts of speech: noun, verb, adjective, etc. = labelling because all the students wish to have the language "labelled"*. It meant the teacher helped the students to give labels of all the English sentence constituents by themselves through investigating the formula activity which help them to more comprehend the topic in practice stage.

On *post-activity of observation I*, there were two matching activities. In matching activity I, the teacher asked the students (one by one) to match the subjects with their "*past to be: was or were*" in multiple choices on white board. Then in matching activity II, the teacher got them to match the blank place with the answer in the box. . For example:

1. Tina ... *angry*.
2. You ...*sleepy*.
3. I (*climb*)... *the tree*.
4. I (*study*)... *English*

<p>Answer:</p> <p>a. <i>studied</i></p> <p>b. <i>was</i></p> <p>c. <i>were</i></p> <p>d. <i>climbed</i></p>
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In this stage (production stage in post-activity of observation I), the teacher did the same thing as in *pre-activity of observation I*; the teacher gives discussion time: the students allowed discussing the task but they had different number to be answered. It resembled Bratanata's strategy; *principle 6: Give them chances for following group activities*. Discussion sessions in observation I were also resemble ***cooperative strategy*** (teaching strategy involving children's participation in small group learning activities that promote positive interaction)<sup>2</sup>.

In observation II, for the beginning stage or pre-activity stage, the teacher directly gave a *practice* activity to open the class activity which concern on analyzing activity. The English teacher firstly wrote some sentences in the white board. After that she asked the students to analyze the sentences by differentiating '*past continuous sentences*' with '*present continuous sentences*', what the formula are, what are the examples, and the function of it. For main-activity the teacher conducted *production* activities through making a sentence of '*past continuous tense*' in order to have the students be active about the lesson and also understand the topic more. Then, in post-activity, she applied *presentation* in the last stage which emphasize on reminding the formula, function, and example of '*past continuous tense*'. In this case,

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<sup>2</sup> <http://single-session-schools.blogspot.com/2010/02/cooperative-learning-strategies-and.html>  
accessed on July, 21 2012 at 07 am.

the teacher applied *inductive strategy* because she concerned on starting some examples and practices from which the rule is inferred then gave the explanation and conclusion in the last stage.

On *main-activity of observation II*, the teacher indirectly applied *individual strategy* (teaching or reinforcing the student individually with consideration of students' differences and abilities)<sup>3</sup>. In this stage the teacher asked the students individually to write a sentence of '*past continuous tense*' on their book. If the students got difficulties, the teacher reminded them to look at their analyzing on the white board again then gave another simple example of '*past continuous tense*'. While the process of writing a sentence, the students' task always been analyzed, guided, and correct by the teacher directly since there are only two students in the class. It meant that the teacher's strategy has solved the students' difficulties and problems in learning English grammar.

Then, having done with interview with the teacher, the researcher got some information. The teacher said that even though she used to apply *deductive strategy* and *inductive strategy* in teaching grammar to students with hearing impairment of second year at SMPLB Ma'arif Lamongan, she preferred apply *deductive strategy* to another strategy because it was easier for the students to comprehend the material well and break down the rule into example and practice. Actually, the teacher more prefer *cooperative strategy* in teaching grammar to students with hearing impairment,

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<sup>3</sup> <http://www.ica-sae.org/trainer/indonesian/p14.htm> accessed on July, 21 2012 at 07 am.



yet the amount of students are only two people. According to the teacher, to conduct *cooperative strategy* dependently, it needs at least 4 students since they would be divided into two groups to discuss and break down the topic. Therefore, the teacher included this strategy into *deductive strategy* and *inductive strategy* as fit as possible since the teacher could not conduct *cooperative strategy* dependently. This case was also occurred to *individual strategy*. With this strategy, the teacher was able to handle the every student's miss understand about the topic. But because of the limited time in the class, the teacher can only included this strategy into *deductive strategy* and *inductive strategy* since she could not use it dependently. This meant that the strategies used by the teacher to teach grammar were appropriate to the students' condition so the students understood the lesson well.

Based on the statement above, the researcher saw that the teacher used another strategy which she liked most, it meant that she preferred apply one of the strategies; *deductive strategy* to another strategy and it was suitable with the kind of teaching grammar stated by Harmer in "Teaching and Learning Grammar" called **Overt grammar teaching** which is the teacher is explicit and open about the grammar language, thus she decided that *deductive strategy* was better for her to applied than another one, but she still used other strategies to make the class attractive and useful to the students.

As the result of analysis, it could be concluded that the strategies of teaching English grammar for students with hearing impairment used by the teacher are:

deductive and inductive strategies which combined with cooperative and individual strategies. This meant that the teacher only applied teaching strategies which are applicable to the students' condition.

## **2) The Difficulties Encountered by the Teacher in teaching English grammar for students with hearing impairment**

The difficulties here were about something which was not running well encountered by the teacher while applying above strategies. Then, in answering the second research problem, the researcher used interview and observation techniques. These techniques were in one sequence with interview and observation to answer the first research problem. Then the process of doing it was same with the process of collecting data to answer the first research problem.

The data showed that the difficulties encountered by the teacher were not same with the difficulties of teaching grammar as the researcher had in review of related literature. But the causes of the difficulties encountered by the teacher have similarity with the problems in teaching English to undergraduate level mentioned in chapter II of this research. After all, the researcher broke down and analyzed the difficulties based on the strategies applied during the class, as follow;

### **a. Deductive Strategy**

Based on the result of observation I, the researcher saw that in applying deductive strategy, the teacher was looked that she felt little bit difficult in giving

understanding of the context to the students, especially in explaining the time signal of “simple past tense”. Because the time signal of the topic was the time in the past, it was enough difficult for students to catch, the teacher had to explain the material again and again using sign language and compared it to the time signal in Indonesia language subject. In addition, she felt difficult when she gave them the example of “simple past tense”, the teacher explained the meant of the context in many times. These were caused by the different level of mastering sign language among students. There was a student which is mastering sign language in weak level because his former school was not special school which did not use sign language for communication tool in the class. However, this difficulty would be easily solved if in the class there were visual aids to support the teaching and learning process.

Then in solving the difficulty, the teacher allowed the students discuss the topic in order to make them more comprehend, since his friend mastered sign language better. Teacher called it as *cooperative strategy*, even only a simple group activity between two students in a class. The teacher also rechecked whether they already understood the topic about “simple past tense” or not. If they still did not understand about the topic, the teacher gave them more explanation to one-to-one students. She called it as *individual strategy*, even had limited time in the class. But still the teacher hopes that the class would be completed with visual aid such as LCD and OHP, since the perception of students with hearing impairment based on visual, so it would help the teacher giving understanding to them more easily and maximally.

## **b. Inductive Strategy**

According to the researcher, giving the practice in the beginning activity of teaching grammar sometime was challenging for the students. But in this case, the teacher was looked that she felt difficult to make the students understand and able to do the exercise in practice stage. The teacher hoped that the students were able to differentiate '*past continuous sentences*' with '*present continuous sentences*' by analyzing the sentences, but they were only able differentiating those sentences without knowing what the formula are, what the time signals are, and the functions of it. Therefore, to solve these problems the teacher invited the students to analyze the differences by giving clues. Again, visual aid was needed in this case to overcome those problems.

Thus, the causes of the difficulties encountered by the teacher based on the interview result were described below:

The first was a communication problem, because sign language skills of students are not the same. Then, it was rather difficult to explain the matter since the state of the class was not homogeneous. In a class there were students in grade 7 and 8, which may affect the effectiveness of the teaching process. The state of this class was not homogeneous due to the lack of teachers and class. This resembled one of the problems in teaching English to under-graduate level<sup>4</sup>: *crowded class*, even in this research there were only two students of second year as the subject of the research but

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<sup>4</sup> Chirivella Radhika Hanumantharao. "Teaching English Language: Problems and Remedies". Vol - I , ISSUE - IV May 2011. Thane: Dnyanasadhana College. 4-5.

the fact in the class there were also two students of the first year. So the teacher had to manage the best strategy since the material of every class is different. The second was a limited time because of the class was not homogeneous. It was like with another problem in teaching English to under-graduate level: *shortage time*.

Then, the third was a tool and infrastructure problem. For children with hearing impairments, it would be more effective when teaching activity was supported by a picture or visualization. While in the class, there was no LCD that supports visualization in teaching activities. On that time, teacher had their own practice and innovation (drawing, etc.). The teachers here also hoped if there were more facilities such as visual media, it will be more effective for the teaching process. This was also resembled another problem in teaching English to under-graduate level: *Insufficient provision of audio-visual aids; Many teachers are unable to teach English effectively because they face a lot of problems due to the lack of Teaching-Aids.*<sup>5</sup>

In solving the difficulties and the causes above, the researcher saw that the teacher did some actions to her students such as being creatively in giving visual aid to help the students understand the lesson well, as like drawing the object on the whiteboard, being patient to overcome the students' difficulties, and giving and applying another appropriate strategies when the strategy applied in the class did not run well. The actions which had taken by the teacher to solve the difficulties of the students were resembled the theory of the remedies for the problems of Teaching

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<sup>5</sup> Chirivella Radhika Hanumantharao. "Teaching English Language:.... 4-5.

English Language at Under-Graduate level which arranged by Hanumantharao<sup>6</sup>: *utilizing the different methods of teaching in the classroom teaching-learning process, handling mistakes with care, and improvement in the teaching facilities*, even in this research the teacher only did a simple action just like drawing on the whiteboard. This meant that even the teacher faced difficulties in teaching English using deductive and inductive strategy, but the teacher had and did the solutions to overcome it.

### **3) Students' Responses Toward the Strategies Applied By the Lecturer in Teaching Grammar**

The findings for the third research problem were gained through questionnaire. In questionnaire technique, the researcher used the combination of “open and close questionnaire”. First, the researcher looked for the theory of the kinds of questions in questionnaire. Then she made questions of the questionnaire based on the theory in chapter III, which choose the kind of questions to ask about opinion, attitude, and self perception of the student. Before distributing the questionnaire, the researcher showed it to the teacher in order to be proofread by her. But she said that the students would not understand the meant of the questionnaire. Therefore the researcher paraphrased it into simpler sentences. But in fact, it was still difficult for students. Thus the teacher helped students to understand the question easily by interpreting it into sign language, for example as follow:

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<sup>6</sup> Chirivella Radhika Hanumantharao. “Teaching English Language:... 8.

1. Sulitkah belajar grammar bahasa Inggris?  
(TS:“sulit tidak belajar ini?”(sambil menunjuk papan tulis yang ada materi grammar))
  - a. Ya
  - b. Tidak

Then, for more detail the form of questionnaire can be seen in appendix 4.

The findings of the third research problem described and analyzed as follows:

Based on the result of questionnaire (appendix 5), the researcher described the data as like this: The result of questionnaire construct that both of students felt happy and comfort while following the English subject class. One of them said that learning English grammar is easy but the other said that it is difficult. After explained by the teacher, both of them said that they did understood about the material and able to do the exercise but one of them said that he did not able to do the exercise even he understand the theory. Then, when they asked about the most difficult tense between present tense, present continuous tense, and past tense, the answers were different; a student answered that the most difficult tense is present continuous tense and the other student answered past tense as he most difficult tense. Those are the result of questionnaire from *open questionnaire* form. Moreover, the results of questionnaire from close questionnaire constructed are: from the first question, one of student said that all of aspects in grammar are difficult while the other student said that she got difficult in learning past tense. From the second question, it was constructed that the student solved his difficulty in learning grammar trough asking to his friend and the other student more preferred to ask the teacher. Then, from the third question, it

showed that the student suggests the teacher to give them more games when teaching English, especially grammar. Then, the other student suggests the teacher to give more visual aid for improving his understanding of the lesson.

Then, concerning with the students' response towards teaching strategies applied by the teacher in the class, the researcher found clear description after analyzing it which based on the questionnaire sheets she shared to all students of second year in English subject class at SMPLB Ma'arif Lamongan, as follow;

The first question in point A of questionnaire (appendix 5) which was asked to the students was made to find the students' opinion about teacher's strategies in teaching grammar. Then, after showing the students' answer of no.1, the researcher concluded that: concerning with the strategies of teaching grammar applied by the teacher, all of the students which consists of 2 students considered teacher's strategies in teaching grammar were interesting, it is proven by their answer that they felt happy and comfortable while the process of learning English, especially English grammar. It meant the strategies applied by the teacher made the students been motivated in learning English language subject.

For the second and the third questions in point A, it related to the students opinion toward grammar after getting the lesson from the teacher. From the students' answer of those questions, the researcher made an inference; having been explained the material by the teacher using those strategies, the students did understood the grammar material and been able to break down the rule into practice and exercise, then, she felt that it is easy for studying English grammar, but one of the students



could not do the exercise even he understood the grammar material, then, he felt that studying English grammar is difficult.

The forth question in point A and the first question in point B made to find the students' difficulties in learning English grammar according to the topic teaches by the teacher in grammar material. Showing their answer, it showed that the difficulties encountered by the students when learning English grammar were on the tenses, 1 student got difficulty in learning past tense and another student got difficulties in learning all tenses which teach by the teacher especially present continuous tense. This showed that even the students have motivated and responded positively to the grammar lesson, they still got difficulties in learning it since its complexity.

The students' solution to overcome their difficulties in learning grammar was the data gotten from the second question in point B of questionnaire. Then, getting their answer it showed that all of the students became active to discuss and ask to the right person according to them. 1 student preferred asking to the teacher while another student preferred asking to his friend.

The third question in point B of questionnaire which was asked to the students was made to find and get the students' suggestion about teacher's strategy in teaching English subject especially grammar. Their answers showed that 1 student answered that he hoped the teacher gave more visualization in the process of teaching and learning by visual aid, and another student answered that she hoped the teacher conducted more games in the process of teaching and learning English subject especially English grammar.

Above description showed that students responded positive toward teacher's strategy in teaching English even sometimes they faced difficulties in learning grammar.

#### **4) The Effectiveness of All Teaching Strategies Applied by the Teacher**

Effective means producing the result that is wanted or intended.<sup>7</sup> Based on that description, the researcher determined that in teaching process, teacher's strategy would be effective if the goal of teaching process was gained. In this study, the goals of teaching and learning process which had done by the teacher and the students: make the students understand the context of English language and success in doing the examination.

To know whether the teaching strategy is effective or not, it must be evaluated. According to Thornbury, there are some criteria for evaluating the practical approaches (grammar presentation and practice activities)<sup>8</sup>; how efficient they are and how appropriate they are. The efficiency of an activity is gauged by determining: its economy (how time efficient is it?), its ease (how easy is it to set up?), and its efficacy (is it consistent with good learning principles? "resist measurement or test to give feedback to the teacher"). Then, the appropriacy of an activity takes into account; learners' needs and interests, and learners' attitudes and expectations.

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<sup>7</sup> Oxford learner's pocket dictionary-*fourth edition*. P.143

<sup>8</sup> Scott Thornbury, *How to Teach English Grammar*. (England: Pearson Education Limited, 1999). 25-28.

The findings for the fourth or the last research problem were gained through observation and documentation. Based on the result of observations which was described in observation notes and the result of students' English subject examination (which were the results that are wanted and intended by both teacher and students), the researcher inferred that the strategies applied by the teacher in teaching grammar for students with hearing impairment were effective strategies. The students' score of English subject examination were 90 and 82. It means students' score was a good score since passed the limit score standard which was 70 for English subject. It was also supported by the data gotten from observation I and observation II, which showed that the students able to do the exercises after getting teacher's explanation, clues, and direction. It resembled a criterion of efficiency for an activity stated by Thornbury in "How to teach grammar": *if the students able to do the test, it provided feedback to the teacher on the efficacy of the teaching or learning process.*<sup>9</sup>

## **B. Discussion**

Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of each research problem.

For the first research problem, the finding showed that the strategies of teaching English grammar for students with hearing impairment used by the teacher are: deductive and inductive strategies which combined with cooperative and

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<sup>9</sup> Scott Thornbury, *How to Teach English Grammar*. ... 26.

individual strategies. This meant that the teacher only applied teaching strategies which are applicable to the students' condition.

Based on the finding of the second research problem, it aroused that even the teacher faced difficulties in teaching English using deductive and inductive strategy, but the teacher had and did the solutions to overcome it. Such as applied *cooperative* strategy in presentation stage of observation I to solve the student's misunderstand of the 'past time signal' and also applied *individual strategy* to guide the students in order to been able product a sentence of 'past continuous tense'.

Then from the findings of the third research question, it can be concluded that students responded positive (felt happy and comfort to follow the class) toward teacher's strategy in teaching English even sometimes they faced difficulties in learning grammar, for example difficulties in learning 'past tense'.

Moreover, based on the result of students score in final examination of semester II, which has high score (see appendix 6), the researcher concluded that good responds (such as felt happy and comfort to follow the class) and positive opinions (student's opinion that grammar is easy) toward teacher's strategy in teaching grammar made the students been high motivated in learning English subject which made them got high score of English subject examination. This statement relied on these theories:

Gottfried stated that Development of academic intrinsic motivation in young children is an important goal for educators because of its inherent importance for future

motivation, as well as for children's effective school functioning.<sup>10</sup> Then, motivational beliefs refer to the opinions, judgments and values that students hold about objects, events or subject-matter domains.<sup>11</sup> Students' motivational beliefs affect their involvement, commitment and engagement in the life classroom.<sup>12</sup>

For the forth research problem, the findings showed that the strategies applied by the teacher in teaching English grammar for students with special needs were effective (shown from the students' English subject examination result). (For more detail see in appendix 6).

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<sup>10</sup> Sheri Coates Broussard, "The Relationship between classroom motivation and academic achievement in First and Third graders." An undergraduate thesis. 2002.

<sup>11</sup> Monique Boekaerts, "Motivation to Learn". International Practice Series:10. International bureau of education. P.8

<sup>12</sup> Monique Boekaerts, "Motivation to Learn" .... P.9