

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents sub topics: (1) findings and (2) discussion

4.1 Findings

The findings of the study were presented the difficulties faced by the teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang. The data of the study was obtained from an interview with an English teacher. Through interviewing process, the researcher found some problems in teaching English vocabulary that had become difficulties for an English teacher.

4.1.1 Difficulties faced by the teacher in teaching English vocabulary to students with learning disability.

After analyzing the data gained from interview, the researcher found some difficulties faced by English teacher in teaching English vocabulary to students with learning disability. The themes and analysis of codes gained from deep interview were describe as follows;

Table 4.1.1: Themes and codes for difficulties in teaching English vocabulary to students with learning disability.

Theme	Codes
1. Teacher had difficulty in asking students	The teacher had used the media as

to remember English vocabulary.

requirement to teach learning disability students, but even the teacher had introduced some English vocabulary they still could not remember.

Teacher had difficulty in attracting attention of students.

There were students inattentive, restless and over active such as, run around the classroom and did not want to enter the class but the teacher kept trying to teach better by continuing to invite the students when the teacher mentioned English vocabulary.

Teacher had difficulty in controlling pronunciation of students.

The students had language difficulties that make students with learning disability could not pronounce the vocabulary correctly even though the teacher already repeat the new English vocabulary.

Teacher had difficulty in managing time.

The teacher lacked of time to reach the learning objectives that should be achieved because the teacher had to repeat and gave other example in teaching and learning process.

Teacher had difficulty in training	The teacher at SLB C Karya Ibu Palembang lack of motivation to join service training about teaching English vocabulary to students with learning disability.
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Based on the theme and code listed in table 4.1, there were some difficulties faced by the teacher in teaching English vocabulary to students with learning disability. Each themes would be explained in detail as follows;

4.1.1.1. Teacher had difficulty in asking students to remember English vocabulary.

Based on the data obtained from the interview process, the researcher found that the difficulties faced by an English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was the teacher had difficulty in asking students to remember vocabulary. The focus of learning for 9th grade junior high school level, stipulated in the 2013 curriculum was on vocabulary and recognizing number. The teacher introduced that material by using pictures, such as presented words, numbers, or how to write words. As it should be in the 2013 curriculum book held by the teacher. For example, when the teacher introduced the object remembrance English vocabulary around the classroom, in order the students could see the real objects. Moreover, the teacher tried to introduce vocabulary starting from objects in the classroom

and used to use pictures so that students can remember English vocabulary more easily. Hence, the teacher still found it difficult to make the students remember what the teacher already explained. In addition, when the teacher asked again what the teacher has explained, the students were still hard to remember the English vocabulary material that said by the teacher, *“when I taught english vocabulary used picture and real object, the students could remember what I explained, but when I asked again the students about the picture they were still difficult to remember it even the object or pictures in front of them”* (Personal communication, 21 January 2022).

4.1.1.2 Teacher had difficulty in attracting attention of students.

Based on the data obtained from the interview process, the researcher found that the difficulties faced by English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was attracting students attention. The teacher started teaching with greetings and praying, and the teacher made sure the students had already studied. The teacher asked the students about the day and date of that day and also approach students such as inviting students to communicate about their daily lives first so that they did not feel anxious when studying in class. So that student could not restless, inattentive and made noise in the classroom such as run in the classroom. For that reason, before teaching the students with learning disability, the teacher should know the behavior and character of students. The teacher should be more creative in teaching and learning process, so students could remember the English vocabulary given by the teacher. *“When I taught about English vocabulary or write the*

vocabulary on whiteboard the students would not sit properly in class, they were restless and inattentive, so that's the reason before starting the lesson I had to approach student one by one so that they feel comfortable in the class.”(Personal Communication, 21 January 2022).

The students were difficult to respond the teacher question and also difficult to write on the whiteboard what the teacher ordered. Furthermore, when the teacher introduced the numbers (English vocabulary) the teacher also used media. For example, in the teaching learning process, the teacher gave pictures full of color to pay attention to the teacher. Moreover, the teacher introduced numbers full colors picture in order to make the students remember easily because the students with learning disability had below average abilities. So, the teacher had difficulty in terms of attracting the attention of the students, but the teacher tried to keep teaching better by continuing to invite students to notice when the teacher taught about English number vocabulary,” *when I taught English numbers to the students with learning disability , I showed the students picture about numbers full of colors, and that’s did not make the students more interested or feel excited about that. I feel that they don’t really pay attention to what I explained.* (Personal Communication, 21 January 2022).

4.1.1.3 The teacher had difficulty in controlling pronunciation of students

Based on the data obtained from the interview process, the researcher found that the difficulties faced by English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was the teacher had difficulty in controlling pronunciation of students. During the process

of teaching English vocabulary the teacher assisted the students to spell the number in English clearly. The student repeated pronunciation of English vocabulary that already given by the teacher. For example, the students pronounced “two” they said “tru” and pronounce “eight” they said “eg”. When the teacher asked students to pronounce the English words their pronunciation was not clear yet, and some of them just quiet and have difficulty in pronounce the new English vocabulary. But the teacher kept trying to interact and repeated the word toward students and corrected their pronunciation. The teacher could not emphasize the students to remember the new English vocabulary and to correct their pronunciation because the students had low ability in learning. *“Then, that’s true when I asked the students about pronounce the number they could not remember how to pronounce the number correctly, for example I said eight but the students said eg ”* (Personal Communication, 21 January 2022).

4.1.1.4 Teacher had difficulty in managing time

Based on the data obtained from the interview process, the researcher found that the difficulties faced by English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was the teacher had difficulty in managing time. The teacher felt difficulties in managing time allocation to fulfill the objective of the lesson because the students with learning disability had different condition. For example, the teacher taught six students in classroom and at grade 9th junior high school there are some students still could not read, indeed the students could not imitate what the teacher wrote on the whiteboard and every students with learning disability had different

intellectual disability. So the teacher needed to repeat the English vocabulary in process of teaching to make all of students remember the vocabulary. For that reason, the teacher had to think twice how to manage time based on the lesson plan, if they could not be on time, at least, the students can reach some new vocabularies, “ *I am teaching the students with learning disability that have different intellectual disability , so I need to teach the students based on their ability. I thought that an hour not enough to teach exhaustively the lesson objective and make the children able. In addition, English subject was learned once a week with 2JP or 80 minutes per meeting. In process of teaching the teacher must repeat the English vocabulary and teach them individually that’s make the time allocation cannot optimal.*”(Personal Communication, 21 January 2022).

4.1.1.5 Teacher had difficulty in training

Based on the data obtained from the interview process, the researcher found that the difficulties faced by English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was the teacher had difficulty in training at the school. The teacher of special needs must have special training how to deal with the students with learning disability. Then, frequent of teacher training, that make the teacher able to identify the needs of students, especially when teaching students with learning disability. This will have a positive effect in the teaching and learning process. Moreover, limited range of educational training was often influential the capability of teacher. “*While teaching in this school I have never participated in teaching training*”.

4.1.2 Strategies used by the teacher in teaching English vocabulary to students with learning disability.

After analyzing the data gained from interview, the researcher found some strategies used by English teacher in teaching English vocabulary to students with learning disability. The themes and analysis of codes gained from deep interview were describe as follows;

Table 4.1.2: Themes and codes for strategies in teaching English vocabulary to students with learning disability.

Theme	Codes
Repetition.	In asking students to remember and controlling pronunciation, the teacher repeated the new English vocabulary to make the students easy to remember new vocabulary.
Giving example.	In attracting attention of the students, the teacher gave example of English vocabulary such as real objects or picture to got students' attention.
Giving reward.	In controlling pronunciation of the students, the teacher liked to give applause to students. It is one of the teacher

strategies to motivate students to pronounce new vocabulary correctly in learning English vocabulary.

Using VAKT (visual, audio, kinesthetic, tactile) In managing time because the teacher could not reach the learning objectives on time. So the teacher used (visual, audio, kinesthetic, tactile) this strategy had a positive impact for students to remember and understand the meaning of the new vocabulary and It also saves time because the teacher does not need to repeat the explanation.

4.1.2.1 The teacher use repetition strategy.

Based on the data obtained from the interview process, the researcher found that the strategies used by English teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang was repetition, giving example, giving reward and VAKT(visual, audio, kinesthetic, tactile). When teaching students with learning disability, teachers often use repetition strategies so that students are easier to remember the new English vocabulary taught. *“Yes, definitely repeat because they have limitations in terms of remembering, so I have to repeat the vocabulary every time I taught.”*

4.1.2.2 The teacher use giving example strategy.

Moreover, the teacher also gives an example of the word, for example the teacher gives a new English vocabulary such as book, the teacher also shows a real example of the book or uses a picture about book that has been printed. *“Yes, so I usually use pictures, so I prepare pictures, first print pictures related to the English vocabulary material being taught. I give new English vocabulary, I mention it first then they imitate.”*

4.1.2.3 The teacher use giving reward strategy.

In addition, one of the strategies used by teachers to foster students' enthusiasm for learning in teaching English vocabulary is to give rewards, such as giving applause when students are able to remember new English vocabulary. *“Yes, one of my ways to motivate students is so that they are enthusiastic in learning, so I often give applause.”*

4.1.2.4 The teacher use VAKT strategy (visual, audio, kinesthetic, tactile).

Furthermore, one of the strategies that contain multisensory aspect that make the students easily to remember and have a good impact for the teacher in managing time that is VAKT (Visual, Audio, Kinesthetic, Tactile) strategy, such as the teacher teaching about vocabulary using a visual such as picture, for audio the teacher using audio verbal because in that class only contain six students so the teacher no need to use speaker, for kinesthetic the teacher using movement of body such as word hallo the teacher can use physically action like wave hands and the last is for tactile the teacher can use the real object of the vocabulary such as

pen and the students can touch the real object of the word pen. In conclusion, VAKT strategy has good impact for students and the teacher. *“Well, of course, this also has a positive impact on me when I teach using that strategy, so it's easier for students to remember and understand the meaning of the new vocabulary they have learn and I fell do not tired to repeat vocabulary too often and It also saves time because it doesn't repeat too often. Well so of course this has a positive impact.”*

4.2 Discussion

This discussion presented as the way to discover the ideas related to the findings and previous studies. After analyzing the data using thematic analysis, the researcher found various information about teachers' difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang, those consisted of (a) Teacher had difficulty in asking students to remember English vocabulary, (b) Teacher had difficulty in attracting attention of students, (c) Teacher had difficulty in controlling pronunciation of students, (d) Teacher had difficulty in managing time (e) Teacher had difficulty in training and (f) Teacher use strategies repetition, giving example and giving reward. Furthermore, the explanation of the teachers' difficulties in teaching English vocabulary to students with learning disability was described as follows to know further information about that.

The first difficulty was teacher had difficulty in asking students to remember English vocabulary. The researcher found that the media used by the

teacher to teach students with learning disability were the picture and real objects. Teaching English vocabulary used appropriate media. For example, the teacher used pictures when introduced the numbers or English vocabulary and also the teachers used real objects around the class when teach new English vocabulary that related to objects in the classroom. It was supported by Maryanti (2016) the learning media used for students with learning disability were in the form of colored pictures to attract students who want to learn. Moreover, the teacher also tried to introduce the new vocabulary and the numbers, using pictures or real objects. But the students could not remember when the teacher asked again what they have already studied. It was because students with learning disability had below average-abilities. It was supported by Atmajaya (2017) students with learning disability are a condition of students whose intelligence is far below the average and characterized by limited intelligence and inadequacy in social communication.

Second, the teacher had difficulty in attracting attention of students, the teacher felt difficulties when teaching because the teacher must give students with learning disability high attention in the classroom. For example, when students went from the class and make noise in the class. The teacher should understand and make a class effective with their creativity. Teacher was frequently requested to enter the classroom with an angry or slowly tone, depending on the character of the students with learning disability. If students with learning disability were quiet, the teacher should question them in a low tone, however if the students were hyperactive, the teacher would use a loud tone to make them understand. If

the teacher did not give more attention for students with learning disability, the material that teacher already given would not deliver in the students. That's why the teacher needed more attention for students with learning disability in the classroom and know the students behavior. According to Hallaji & Salehi (2015) teaching language must have given them enough incentive to sit down in classes. It means that, before teacher at SLB C Karya Ibu Palembang taught the students with learning disability in the classroom, the teacher should know the behavior of students with learning disability. It was supported by Bogdanova (2005) stated that behavioral disorders in students with learning disability may be due to teacher activity mistakes. In this regard, the so called situational behavioral disorders that were identified as a response to the lack of a correct approach on the part of the teacher was identified. Such violations caused by situational demonstrative, aggressive, insecure, hyperactive behavior.

Third, the teacher had difficulty in controlling pronunciation of students. In process of teaching English vocabulary the teacher asked students to pronounce some words such as the names part of body or counting the number but the pronunciation of students was not right. They also did not know the meaning of the word. Then, the teacher trying to drill the students how to pronounce correctly and gave the meaning of each the word. It was supported by Allimudin (2013) As experienced by the student with learning disability, the student with learning disability has language difficulties and speech difficulties such as pronounce the new vocabulary. In conclusion, the teacher need to give a clear instruction

continuously about how to pronounce the word correctly also the teacher assisted the students to understand what she asked and taught.

Fourth, the teacher had difficulty in managing time. Teacher felt difficulty when they should fulfill the objective of the lesson in one meeting. Teach students with learning disability required time because the students have a different intellectual disability. It was supported by Pratiwi (2007) who said that teacher provide continues services to students with learning disability based on the individual needs. The teacher often to repeat material to make sure all of students remembering the English vocabulary had been delivered by the teacher. It was supported by Puspitasari (2019), found the curriculum was not completely achieved since the lesson needed to be repeated several times, because of that, the time allocation did not work well. Moreover the teacher should be more creative and must think how to make the students can study well according to the time limit in the lesson plan.

Fifth, the teacher had difficulty in training. The teacher of special needs must have special training how to deal with the students with learning disability. However, the more frequent the training held at the school, the more it affects the teacher's ability to teach students with learning disability. According to Landsberg (2005) the educators need to be trained to work with each other as well as other professionals, such as nurses, psychologist, parents and social workers. In addition, school training is very necessary for teachers to improve their abilities in the field of teaching.

This discussion presented as the way to discover the ideas related to the findings and previous studies. After analyzing the data using thematic analysis, the researcher found various information about teachers' strategies in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang, those consisted of (a) Teacher use strategy repetition, (b) Teacher use strategy giving example, (c) Teacher use strategy giving reward and (d) Teacher use strategy VAKT.

The first is teacher use strategies repetition, Students with learning disabilities may have varying abilities to recall and understand the content provided by the teacher. As a result, repeated the lesson was one of the most effective ways to recall and evaluate previously taught material. Then, Dhermawati et.al (2019) stated that there are several teacher's strategies in ELT to students with learning disability: Repeating the material, Giving examples, Using song and Giving reward.

Second, the strategy is giving an example such as how to speak up the words. The teacher speaks aloud the words and the students will follow the teacher. This indirectly teaches the students how to pronounce the words correctly. It is important in giving the students the opportunity to be successful in learning a language. Moreover, Adam (2018) stated that teachers should start off the activity by checking and giving example to make sure they understand the material and know what they are doing.

Third, the teacher also give reward such as applause for students with learning disability to increase students' enthusiasm for learning. Then, the power of tangible rewards is evident in the dopamine discharge in the brains of primates who predict or expect the delivery of preferred rewards (Schultz, Tremblay,& Hollerman, 2000). Hence, strategies in teaching English vocabulary are very important so that students can achieve learning targets.

Fourth, the teacher using multisensory aspect to make students more interest and remember new vocabulary, the VAKT strategy not only has good impact for students but also the teacher because the frequently of teacher repetition in teaching process not often. In addition, according to Algrni (2020) VAKT or multisensory strategy had a positive effect on vocabulary achievement and retention of the students with learning disability. It supported by Obaid (2013), he explained that a multisensory or VAKT strategy can improve learning skills in students who have learning difficulties.