

APPENDICES

APPENDIX 1. TABLE 2

The Aspects of Observation

No	Aspect	Indicators	Note
1	Class Environment	The classroom situation in accomodate the HI students	The classroom is big enough for teaching and learning process, the HI students can interact with each other properly
		Cleanliness of classroom environment	The classroom is clean, because the students has their own picket list so the classroom is being cleaned everyday after the class end
		Hearing aids utilization in the classroom	Some of the students used their own hearing aids in order to help their lack of hearing in teaching and learning process
		Language used for communication in classroom	Sign language
2	Chairs/seats and table/desk	HI students type of seats and desk in classroom	They used the same chair and table same as the normal school students
		Clasroom seating arrangement	The seating arrangement is semi-circlesto make the teacher easier to

			interact with each students
		Proper seats and table	There are enough seats and tables for each HI students
3	Teaching and learning process	Teacher and students interactions	The interaction between the teacher and students runs well, the teacher ignite the students to be active in the classroom by doing interesting approach (showing the colourful pictures, physical activities). The students' give positive respond to the direction that given by the teacher.
		Students to students interactions	In teaching and learning process the student discuss about the material that has been given by the teacher with their classmate enthusiastically.
		Language used in classroom	The teacher play a great role in delivering the language by using sign language in Bahasa and English
		How is the use of pop up cards?	First of all, the teacher introduce and explaining what is pop up cards to the students, then, they

			<p>create the pop up cards together, while they create the pop up cards, the teacher indirectly tells about descriptive text. The pop up card is about Daisy Flower. So, the teacher explaining about part of daisy flower (petal, leaves, stem, roots), colours, where the daisy flowers are originated, and what is it symbolize for (mother's day) by using the media pop up cards. The teacher also write down some English vocabularies in the whiteboard and ask the students one by one to translate it into Bahasa.</p> <p>The teacher able to attract the students enthusiasm about descriptive text by use the pop up cards.</p>
		<p>Does the use of pop up cards improve HI skills in writing?</p>	<p>After explaining the material the teacher assess the students by giving them a test. The test consist of multiple choice and fill in the</p>

			<p>blank, in order to assess students' writing comprehension in descriptive text.</p> <p>The result of the test implied students' understanding about descriptive text, means the students got higher score. The pop up cards does improve the students' skill in descriptive text writing.</p>
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Appendix 2. Interview Transcript

The English Teacher

Date : October, 26th, 2018

Place : Classroom

Teacher : Mr. Hamid

R : Researcher

T : Teacher

R : *Good morning Sir, how are you today?*

T : *Alhamdulillah.. I'm good, what about you?*

R : *I'm great. Emm.. Would you please introduce yourself, Sir?*

T : *Oh ya.. My name is Hamid, I am a teacher.. an English teacher.. in SLB Sri Soedewi Jambi.*

R : *May I ask several questions, Sir?*

T : *Oh yaa boleh boleh silahkan..*

R : *How long have you been teaching here?*

T : *Hmm.. Saya sudah mengajar disini selama 11 tahun, sejak tahun 1997 sampai sekarang.. alhamdulillah masih bisa mengajar di sini.*

R : *How many subject that you taught in this school?*

T : *Saya cuma mengajar bahasa Inggris dari dulu hingga sekarang, tetap di bahasa Inggris. Dulu saya sebenarnya *basicnya* bukan bahasa Inggris tapi yo.. saya kebetulan ada *skill* di bahasa Inggris juga, alhamdulillah yang kepake malah *skill* saya bukan yang di ijazah saya hahaha.. saya dulu lulusan agama..*

R : *Woah.. alhamdulillah, hebat sekali Bapak.. okay.. next question.. Do you find any difficulties in teaching hearing impaired students? If yes, what are those?*

T : Oh ya pasti, mengajar anak-anak berkebutuhan khusus itu *very different* dengan anak-anak lainnya, sesuai namanya.. mereka anak dengan kebutuhan khusus maka kita juga harus men-*treat* mereka dengan spesial juga.

R : Apa aja tuh pak masalahnya?

T : Kesulitannya ya komunikasi, mereka kan murid tunarungu, nah tunarungu kan tidak bisa mendengar dan juga tidak bisa berbicara. Anak tunarungu itu karena memiliki masalah dengan pendengaran otomatis gak bisa berbicara juga, kan listening dan speaking itu adalah *skill* penting. Nah, mereka memiliki masalah disana jadi itu yang jadi tantangan buat kita bagaimana sebagai guru untuk bisa menyampaikan materi di kelas dengan baik. Terus, setiap anak kan memiliki potensi dan kapasitas yang berbeda-beda. Ada yang cepat tanggap, ada yang sedikit lambat dan ada juga yang sangat lambat untuk memahami pelajaran. Jadi kadang dikelas suka bingung kalo yang satu udah paham tapi yang satunya belum, makanya harus selaras, dibimbing satu-satu biar mereka paham materi yang disampaikan.

R : How do you deal with the problems?

T : Ya dalam menghadapi murid luar biasa, gurunya juga harus luar biasa. Dalam artian extra sabar, extra telaten, extra hati-hati. Ya kan? Nah.. untuk komunikasi caranya ya.. dengan menggunakan bahasa persatuan kami, bahasa isyarat. Emm.. Mereka kan sudah belajar bahasa isyarat dari kecil terus juga masih kita bimbing disini. Ya alhamdulillah perlahan tapi pasti mereka bisa menerima materi yang saya sampaikan dengan baik,

terkadang kalo mereka gak paham juga dengan bahasa isyarat, saya tulis di papan tulis terus mereka baca dan mengerti. Mereka bisa baca tulis tapi mereka tidak bisa menulis sebuah paragraf panjang atau teks panjang, mereka bisanya yang simple dan ringkas karena keterbatasan yang mereka miliki. Jadi kita memang perlu untuk extra hati-hati dalam menyampaikan materi. Terus setelah proses pembelajaran, saya cek satu persatu murid saya tentang kepahaman mereka akan materi yang saya berikan.

R : How are the students' English ability in writing skill?

T : Nah, mereka ini kan gabisa listening dan speaking jadi memang writing lah yang kita tekankan, kalo bahasa inggris mereka bisa jika kita ulang-ulang terus materinya, lama-kelamaan kan jadi biasa nah mereka akan paham vocabulary nya, jadi menurut saya kemampuan mereka dalam tulis bahasa inggris itu cukup bagus.

R : What are the strategies that you used for teaching English?

T : Oh banyak, strateginya banyak. Ya contohnya memakai media pop up cards, pakai video, nunjukin foto-foto, games dan lain lain. Mereka kan visual learners jadi memang ya kita sebagai guru harus banyak berkreasi sekreatif mungkin agar suasana di dalam kelas menjadi lebih kondusif. Kalo belajar itu bisa dengan cara apa aja, apa lagi anak-anak berkebutuhan khusus ini paling senang kalau bermain sambil belajar. Mereka suka kalau bisa langsung melihat dan menyentuh media yang kita kasih, jadi lebih real dan mereka bisa fokus dengan apa yang guru

sampaikan. Jadi seperti bermain tapi sebenarnya kita kasih ilmu disana, kasih materi dan ditangkap sama anak-anak dengan baik.

R : What is the most dominant strategy?

T : Yang paling dominan itu ya pop up cards, anak anak suka sekali dengan media pop up cards karena kan unik jadi anak-anak seneng. Media ini menarik minat belajar anak, karena seperti yang saya bilang tadi mereka adalah visual learners jadi mereka seneng kalo bisa menyentuh media yang ada di depan mata mereka. Sejauh ini juga saya rasa paling masuk dalam materi kalau menggunakan pop up cards. Dari semester lalu juga saya udah pakai pop up card, alhamdulillah nilai anak-anak murid saya lebih baik dari sebelumnya.

R : How is the implementation of pop up cards in descriptive text writing?

T : Penggunaannya diawal, saya jelaskan dulu nih apa itu pop up cards ke mereka. Lalu kita buat pop upnya sama-sama jadi anak-anak juga bisa lebih mengasah kreatifitas mereka dengan membuat pop up cards mengikuti arahan dari saya, nah sembari kita membuat pop up cards bersama-sama, saya selipkan materi pembelajaran. Misalnya, kaya kemaren di kelas itu kan descriptive text tentang *Daisy Flower*, nah disitu saya jelaskan bagian-bagian dari bunganya terus warna bunganya, asalnya dari mana, bunganya itu kenapa spesial dari bunga yang lain.. itu semua pake bahasa inggris, saya tulis di papan tulis beberapa *vocabulary* penting, lalu saya suruh mereka catat di buku catatan, itukan jadi nambah *vocabulary* mereka. Terus saya ulang- ulang terus Bahasa Inggrisnya sampai mereka paham. Baru saat sudah selesai pop up cardsnya, saya

jelaskan sekali lagi deskripsi tentang Daisy Flower tersebut. Lalu saya coba kemampuan mereka, saya hapus kalimat yang tadi saya tulis di papan tulis, lalu saya suruh mereka maju dan tulis satu persatu kedepan mendeskripsikan bagian dan warna secara ringkas dari pop up cards daisy flower.

R : How do they respond to the pop up cards in learning English?

T : Alhamdulillah responnya sangat baik, para murid semuanya semangat dan sangat antusias untuk belajar menulis descriptive text, motivasi dan rasa ingin tau mereka jadi lebih besar karena media pop up cards ini. Media pop up cards ini kan nyata, bisa mereka pegang dan lihat di depan mata mereka sendiri jadi mereka akan lebih ingat dan lebih paham, apa lagi bentuknya kan unik dan cantik jadi murid semua pada seneng.

R : How do you assess the students' comprehension towards the text?

T : Saya mengadakan test, di SLB ini anak murid belajar bahasa inggris seminggu satu kali, jadi memang harus menggunakan media yang mereka dapat ingat dengan baik walaupun sudah lewat satu minggu. Karena media pop up cards ini terbilang cukup unik, jadi masih lekat di otak mereka tentang descriptive text yang saya jelaskan minggu lalu. Saya menggunakan test multiple choice dan fill in the blank, anak tunarungu kan tidak bisa membuat kalimat panjang jadi memang jenis test yang paling cocok untuk mereka adalah test seperti ini, test yang simple dan ringkas. Dulu saya pernah coba pakai media lain, tapi hasilnya tidak semaksimal ketika saya menggunakan media ini. Sekarang nilai rata-rata murid tunarungu saya meningkat menggunakan media pop up cards.

R : Wow menarik sekali pop up cards ini sebagai media untuk mengajar murid ya pak.. terima kasih atas waktunya pak. Semoga sukses selalu.

T : Amiiin iya sama sama..

The English Teacher

Date : October, 26th, 2018

Place : Classroom

Teacher : Mr. Hamid

R : Researcher

T : Teacher

R : Good morning Sir, how are you today?

T : Alhamdulillah.. I'm good, what about you?

R : I'm great. Emm.. Would you please introduce yourself, Sir?

T : Oh ya.. My name is Hamid, I am a teacher... an English teacher.. in SLB Sri Soedewi Jambi.

R : May I ask several questions, Sir?

T : Oh yaa, you may.. please.

R : How long have you been teaching here?

T : Hmm.. I've been teaching here for 11 years, since 1997 until now..

Alhamdulillah I still can teach here.

R : How many subject that you taught in this school?

T : I only taught English subject from the past until now, still in English subject. Basically I was not majored in English but yo ... I happened to have skills in English too, alhamdulillah I can use my skill hahaha ... I was graduate of Religion major ...

R : Woah.. alhamdulillah, that is amazing.. okay.. next question.. Do you find any difficulties in teaching hearing impaired students? If yes, what are those?

T : Oh well of course, teaching students who have special needs is totally different from other normal students, we have to treat them in special ways.

R : What are the difficulties, Sir?

T : The difficulty is in the communication, because they are deaf students, they cannot hear and speak while listening and speaking are two important skills. As the students have the problem in listening and speaking, it became a challenge for us as a teacher to deliver the material in the classroom properly. Every student of course has different potential and capacity. There are students who are responsive, little slow and some are very slow to understand the lesson. Therefore, there are some students who already understand the material and some of them have not, so it must be aligned, guided one by one so they can understand the material presented.

R : How do you deal with the problem?

T : Well, in facing an extraordinary student, the teacher must be extraordinary as well. In terms of extra patience, extra painstaking, extra careful. The way of communication was by using our language of unity, sign language. They have learned sign language from a very young age and we are still guiding them in here. Alhamdulillah slowly but surely they can receive the material that I conveyed well, sometimes if they do not understand the sign language, I write on the board and they can read and understand. They can read and write but they cannot write a long paragraph or long text, they can only read and write a simple and concise paragraph because of their limitations. Therefore, we really need to be

extra careful in delivering the material. Then after the learning process, I checked the students one by one regarding their understanding of the material that I gave.

R : How are the students' English ability in writing skill?

T : Well, they cannot listen and speak so writing is the most important skill that must be emphasized, they can understand the lesson if we keep repeating the material. They will eventually get used to it and they will understand the vocabulary, so I think their English writing skill is pretty good.

R : What are the strategies that you used for teaching English?

T : Oh well, there are many strategies. For the example by using media pop up cards, using videos, showing pictures, games and many others. They are visual learners, so, as the teachers we must be as creative as possible to make the atmosphere in the classroom become more conducive. Learning can be done in any way, students with special needs prefer playing while learning. They like to directly see and touch the media, so it become more real and they can focus on what the teacher says. So it is like playing, but actually we gave the lessons there. Therefore, the material can be achieved by the students.

R : What is the most dominant strategy?

T : The most dominant one is pop up cards, the students love pop up cards because it is unique so it makes them happy. This media attracts students' learning interest, because as I said before, they are visual learners so they are happy if they can touch the media in front of them. So far I feel the

most useful media in delivering the material is by using pop up cards. From last semester I also used the pop up card, Alhamdulillah my students' grades were better than before.

R : How is the implementation of “pop up cards” in descriptive text writing?

T : In the beginning, I explained what the pop up cards are to them. After that, we made the pop up cards together so that the students can also hone their creativity by creating pop up cards and following the directions from the teacher. While we made the pop up cards together, I inserted the learning materials. For example, yesterday's material was a descriptive text about Daisy Flower, then I explained the parts of the flower, their colors, where they came from, why they were special from other flowers and the like. I wrote some important English vocabulary in the whiteboard, then I told them to write it down in their notebook, so it would enrich their vocabulary. Then I kept repeating the words until they understood. After finished the pop up cards, I explained once again the description of the Daisy Flower. Then I tried their abilities, I erased the sentence that I wrote on the whiteboard, then I asked them to stand and write the parts and colors from the daisy flower pop up cards briefly.

R : How do they respond to the pop up cards in learning English?

T : Alhamdulillah, the response was very good, the students were all excited and very enthusiastic to learn to write descriptive text, their motivation and curiosity became bigger because of the pop up cards. The pop up cards media are real, they can hold and see it in front of their own

eyes so they will remember and understand better, especially the pop up cards is unique and beautiful so the students are all happy.

R : How do you assess the students' comprehension towards the text?

T : I held a test, in this SLB the students study English lesson once a week, so we really have to use a media that they can remember well even after past one week. Because the pop up cards are quite unique, so it is still attached in their minds about the descriptive text that I have explained last week. I use multiple choice tests and fill in the blank, deaf children can not make long sentences so the most suitable type of test for them is a test like this, a simple and concise test. I used to try to use other media, but the results were not as high as when I used this media. Now the average scores of my hearing impaired students has increased by using pop up cards.

R : Wow that is very interesting to use pop up cards as the media to teach the hearing impaired students.. thank you for your time sir, may you will always be success.

T : Amiiin you're welcome...

Student 1

Date : October 26th, 2018

Place : Classroom

Class : 8

Student's Name : Sekar

R : Researcher

S1 : Sekar (by Translator)

R : *Halo Sekar, apa kabar?* (Hello Sekar, how are you?)

S1 : *Baik, kamu apa kabar?* (I am fine, and you?)

R : *Saya sangat baik. Sekar, saya mau tanya beberapa pertanyaan. Boleh ngga?.* (I am great! Sekar I want to ask you several questions, is it okay?)

S1 : *Boleh* (Okay)

R : *Apa pelajaran yang paling Sekar suka di sekolah?* (What is your favorite subject in school?)

S1 : *Bahasa Inggris dan MTK* (I like English and Math)

R : *Menurut Sekar, pelajaran Bahasa Inggris itu gimana?* (What do you think about English subject?)

S1 : *Bagus* (Good)

R : *Apakah Sekar menemukan kesulitan dalam belajar Bahasa Inggris?* (Do you find any difficulties in learning English?)

S1 : *Susah artinya* (I found the difficulty in understanding the meaning.)

- R : *Apakah ada media yang digunakan guru dalam mengajarkan Bahasa Inggris?* (Is there any media that the teacher use in teaching English subject?)
- S1 : *Video.. foto, pop up cards* (Video.. picture, pop up cards)
- R : *Apa strategi yang paling menarik dari semua strategi yang dipakai Bapak guru?* (What is the most interesting strategies from the teacher to teach English?)
- S1 : *Pop up.. cantik.* (The pop up card, looks beautiful.)
- R : *Waktu gurunya menggunakan pop up cards, apa aktifitas yang biasanya Bapak guru berikan?* (When the teacher use pop up cards to teach English for the student, what he ask you to do?)
- S1 : *Gunting kertas, lem kertas, melipat kertas, mewarnai, bapak guru menjelaskan dan latihan.* (Cutting off the paper (make a pop up card), gluing the paper, folding the paper, coloring, the teacher explaining, and exercising)
- R : *Sekar bisa lebih mudah mengerti materinya belajarnya kalo pakai media atau engga?* (Do you understand the material better by using media or not using any media?)
- S1 : *Media* (Media)
- R : *Apakah medianya mudah dipahami?* (Is the media easy to be understood?)

S1 : *Iya* (Yes)

R : *Apa yang bisa Sekar dapatkan dari belajar Bahasa Inggris dengan menggunakan pop up card sebagai medianya?* (What can you get from learning English by using pop up cards as the media?)

S1 : *Belajar sama teman-teman.. bisa tulis bahasa Inggris.* (I can learn with my friends and able to write new vocabulary in English)

R : *Menurut Sekar, apakah penggunaan pop up cards bisa membantu Sekar dalam belajar Bahasa Inggris?* (Do you think this pop up cards media helps you in learning English?)

S1 : *Iya* (Yes)

R : *Baik.. Terima Kasih Sekar.* (Okay.. thank you Sekar.)

S1 : *Sama-sama* (Your Welcome)

Student 2

Date : October 26th, 2018

Place : Classroom

Class : 8

Student's Name : Endra

R : Researcher

S2 : Endra (by Translator)

R : *Hallo Endra, apa kabar?* (Hello Endra, how are you?)

S2 : *Baik, kamu apa kabar?* (I'm fine, and you?)

R : *Saya sangat baik. Endra, saya mau tanya beberapa pertanyaan. Boleh ngga?.* (I'm feeling great! Endra I want to ask you several questions, is it okay?)

S2 : *Oke* (Okay)

R : *Apa pelajaran yang paling Endra suka di sekolah?* (What is your favorite subject in school?)

S2 : *Bahasa Inggris, olahraga* (I like English, sports)

R : *Menurut Endra, pelajaran Bahasa Inggris itu gimana?* (What do you think about English subject?)

S2 : *Asyik* (It is fun)

R : *Apakah kamu menemukan kesulitan dalam belajar Bahasa Inggris?* (Do you find any difficulties in learning English?)

S2 : *Tidak* (No)

- R : *Apakah ada media yang digunakan guru dalam mengajarkan Bahasa Inggris?* (Is there any media that the teacher use in teaching English subject?)
- S2 : *Pop up cards, video, gambar* (Pop up cards, video)
- R : *Apa strategi yang paling menarik dari semua strategi yang dipakai Bapak guru?* (What is the most interesting strategies from the teacher to teach English?)
- S2 : *Pop up cards* (Pop up cards)
- R : *Waktu gurunya menggunakan pop up cards, apa aktifitas yang biasanya Bapak guru berikan?* (When the teacher use pop up cards to teach English for the student, what he ask you to do?)
- S2 : *Buat pop up cards..menulis..* (Making the pop up cards.. writing..)
- R : *Endra bisa lebih mudah mengerti materi belajarnya kalo pakai media atau engga?* (Do you understand the material better by using media or not using any media?)
- S2 : *Media* (With media)
- R : *Apakah medianya mudah dipahami?* (Is the media easy to be understood?)
- S2 : *Iya* (Yes)

R : *Apa yang bisa Endra dapatkan dari belajar Bahasa Inggris dengan menggunakan pop up card sebagai medianya?* (What can you get from learning English by using pop up cards as the media?)

S2 : *Bisa sedikit bahasa inggris.. hehe* (I can use English a little.. hehe)

R : *Menurut kamu apakah media pop up cards ini membantu kamu dalam belajar Bahasa Inggris?* (Do you think this pop up cards media helps you in learning English?)

S2 : *Iya* (Yes)

R : *Baiklah.. terima kasih Endra*(Okay.. thank you Endra)

S2 : *Sama-sama* (You're welcome)

Student 3

Date : October 26th, 2018

Place : Classroom

Class : 8

Student's Name : Rini

R : Researcher

S3 : Rini (by Translator)

R : *Hai Rini, apa kabar?* (Hello Rini, how are you?)

S3 : *Baik, kamu apa kabar?* (I'm fine, and you?)

R : *Saya sangat baik. Rini, saya mau tanya beberapa pertanyaan. Boleh ngga?.* (I'm great! Rini I want to ask you several questions, is it okay?)

S3 : *Boleh* (Okay)

R : *Apa pelajaran favorite Rini di Sekolah?* (What is your favorite subject in school?)

S3 : *Bahasa Inggris* (English)

R : *Menurut kamu, pelajaran Bahasa Inggris itu gimana?* (What do you think about English subject?)

S3 : *Asyik* (It is fun)

R : *Apakah kamu menemukan kesulitan dalam belajar Bahasa Inggris?* (Do you find any difficulties in learning English?)

S3 : *Lupa artinya, tapi tetap baik* (Sometimes I forgot the meaning, but it still okay)

R : *Apakah ada media yang digunakan guru dalam mengajarkan Bahasa Inggris?* (Is there any media that the teacher use in teaching English subject?)

S3 : *Pop up cards.. video* (pop up cards.. video)

R : *Apa strategi yang paling menarik dari semua strategi yang dipakai Bapak guru?* (What is the most interesting strategies from the teacher to teach English?)

S3 : *Pop up cards* (Pop up cards)

R : *Waktu gurunya menggunakan pop up cards, apa aktifitas yang biasanya Bapak guru berikan?* (When the teacher use pop up cards to teach English for the student, what he ask you to do?)

S3 : *Pop up cards dibuat, menulis bahasa Inggris (membuat vocabulary dalam bahasa Inggris).* (The teacher asking us to make the pop up cards and writing in English (making vocabulary in English).)

R : *Rini bisa lebih mudah mengerti materi belajarnya kalo pakai media atau engga?* (Do you understand the material better by using media or not using any media?)

S3 : *Media* (Media)

R : *Apakah medianya mudah dipahami?* (Is the media easy to be understood?)

S3 : *Iya* (Yes)

R : *Apa yang bisa Rini dapatkan dari belajar Bahasa Inggris dengan menggunakan pop up card sebagai medianya?* (What can you get from learning English by using pop up cards as the media?)

S3 : *Mengerti bahasa Inggris* (Easier to learn English)

R : *Menurut kamu apakah media pop up cards ini membantu kamu dalam belajar Bahasa Inggris?* (Do you think this pop up cards media helps you in learning English?)

S3 : *Iya* (Yes)

R : *Baiklah.. terima kasih Rini* (Okay.. thank you Rini)

S3 : *Sama-sama* (You're welcome)

Student 4

Date : October 26th, 2018

Place : Classroom

Class : 8

Student's Name : Ricky

R : Researcher

S4 : Ricky (by Translator)

R : *Hai Ricky, apa kabar?* (Hello Ricky, how are you?)

S4 : *Baik, kamu apa kabar?* (I'm fine, and you?)

R : *Saya sangat baik. Ricky, saya mau tanya beberapa pertanyaan. Boleh ngga?.* (I'm great! Ricky I want to ask you several questions, is it okay?)

S4 : *Boleh* (Okay)

R : *Apa pelajaran favorite Ricky di Sekolah?* (What is your favorite subject in school?)

S4 : *Olahraga.. bahasa Inggris* (Sports.. English)

R : *Menurut kamu, pelajaran Bahasa Inggris itu gimana?* (What do you think about English subject?)

S4 : *Bagus* (Good)

R : *Apakah Ricky menemukan kesulitan dalam belajar bahasa Inggris?* (Do you find any difficulties in learning English?)

S4 : *Tidak* (No)

R : *Apakah ada media yang digunakan guru dalam mengajarkan Bahasa Inggris?* (Is there any media that the teacher use in teaching English subject?)

S4 : *Pop up cards* (Pop up cards)

R : *Apa strategi yang paling menarik dari semua strategi yang dipakai Bapak guru?* (What is the most interesting strategies from the teacher to teach English?)

S4 : *Pop up cards* (Using pop up cards)

R : *Waktu gurunya menggunakan pop up cards, apa aktifitas yang biasanya Bapak guru berikan?* (When the teacher use pop up cards to teach English for the student, what he ask you to do?)

S4 : *Gunting kertas, di lem, dilipat, mewarnai.. bapak mengajar.. tulis kedepan dan tulis di buku.* (Cutting the paper, gluing, folding, colouring.. then the teacher explaining, then write in front of the class and in the book)

R : *Ricky bisa lebih mudah mengerti materi belajarnya kalo pakai media atau engga?* (Do you understand the material better by using media or not using any media?)

S4 : *Media* (Media)

R : *Apakah medianya mudah dipahami?* (Is the media easy to be understood?)

S4 : *Iya* (Yes)

R : *Apa yang bisa kamu dapatkan dari belajar Bahasa Inggris dengan menggunakan pop up card sebagai medianya?* (What can you get from learning English by using pop up cards as the media?)

S4 : *Nilai bagus* (I can get good score in English)

R : *Menurut kamu apakah media pop up cards ini membantu kamu dalam belajar Bahasa Inggris?* (Do you think this pop up cards media helps you in learning English?)

S4 : *Iya* (Yes)

R : *Baiklah.. terima kasih Ricky* (Okay.. thank you Ricky)

S4 : *Sama-sama* (You're welcome)

Student 5

Date : October 26th, 2018

Place : Classroom

Class : 8

Student's Name : Gita

R : Researcher

S5 : Gita (by Translator)

R : *Halo Gita, apa kabar?* (Hello Gita, how are you?)

S5 : *Baik, kamu apa kabar?* (I'm fine, and you?)

R : *Saya sangat baik. Gita, saya mau tanya beberapa pertanyaan. Boleh ngga?.* (I'm great! Gita I want to ask you several questions, is it okay?)

S5 : *Boleh* (Okay)

R : *Apa pelajaran favorite Gita di Sekolah?* (What is your favorite subject in school?)

S5 : *Bahasa Inggris* (English)

R : *Menurut Gita pelajaran bahasa Inggris itu gimana?* (What do you think about English subject?)

S5 : *Bagus* (Good)

R : *Apakah Gita menemukan kesulitan dalam belajar bahasa Inggris?* (Do you find any difficulties in learning English?)

S5 : *Tidak* (No)

- R : *Apakah ada media yang digunakan guru dalam mengajarkan Bahasa Inggris?* (Is there any media that the teacher use in teaching English subject?)
- S5 : *Pop up cards.. gambar* (There are pop up cards.. pictures)
- R : *Apa strategi yang paling menarik dari semua strategi yang dipakai Bapak guru?* (What is the most interesting strategies from the teacher to teach English?)
- S5 : *Pop up cards* (Pop up cards)
- R : *Waktu gurunya menggunakan pop up cards, apa aktifitas yang biasanya Bapak guru berikan?* (When the teacher use pop up cards to teach English for the student, what he ask you to do?)
- S5 : *Buat pop up cards.. menulis latihan kedepan* (Making the pop up cards, teacher giving some exercise and writing it in English in front of the class)
- R : *Gita bisa lebih mudah mengerti materi belajarnya kalo pakai media atau engga?* (Do you understand the material better by using media or not using any media?)
- S5 : *Dengan media* (With media)
- R : *Apakah medianya mudah dipahami?* (Is the media easy to be understood?)
- S5 : *Iya* (Yes)

R : *Apa yang bisa kamu dapatkan dari belajar Bahasa Inggris dengan menggunakan pop up card sebagai medianya?* (What can you get from learning English by using pop up cards as the media?)

S5 : *Jadi mengerti* (Easier to understand English)

R : *Menurut kamu apakah media pop up cards ini membantu kamu dalam belajar Bahasa Inggris?* (Do you think this pop up cards media helps you in learning English?)

S5 : *Iya* (Yes)

R : *Baiklah.. terima kasih Gita* (Okay.. thank you Gita)

S5 : *Sama-sama* (You're welcome)

Appendix 3. Observation Field Notes

Field Notes 1

Class : VIII

Teacher : Mr. Hamid

Place : SLB Sri Soedewi

Time : 08.45 - 09.25 (40 minutes)

Date : October 5th, 2018

1. The teacher came to the class by greeting the students with “Salam” using sign language.
2. The students answered the “Salam” using sign language.
3. Teacher started the class by saying “Good Morning class. How are you today?” using sign language.
4. The students replied it by saying. “Good morning Sir, I am fine thank you.” using sign language.
5. The teacher sat on the chair and asked the students to have a moment of prayer.
6. The teacher and students prayed together.
7. The teacher checked students’ attendance.
8. The teacher asked the students to open their book.
9. The teacher discussed about the last material with the students.
10. The student pay attention to the teacher.
11. The teacher helped the students to pronounce some words by using sign language.
12. The teacher explained about the material, it was about procedure text.
13. The students pay attention to the teacher.
14. The teacher wrote simple steps of procedure text in the white board.

15. The teacher read the steps loud and slowly so the students can read his lips gestures.
16. The students pay attention to their teacher.
17. The teacher asked the HI students some vocabularies that they have learned last week.
18. The teacher asked HI students to wrote some vocabularies and its meaning in the whiteboard one by one.
19. The teacher gave a test to HI students about procedure text.
20. Some students asked the teacher few questions about the vocabulary that they do not understand.
21. The teacher explained the question and asked the students to answered it.
22. The teacher walked around the class to see his students' progress.
23. After 20 minutes, the teacher asked HI students to submit their paper.
24. The HI students submitted their tasks.
25. The teacher explained aboutthe instructions for next week, the students will be studying about descriptive text by using Pop-Up Cards.
26. The students listened to their teacher's explanations.
27. The teacher asked the students to bring origami paper because they will make pop up cards together in the classroom.
28. Time is up, the students have a break.
29. The teacher asked the students to keep silent and have a moment of prayer.
30. The teacher and students prayed together.
31. The teacher closed the class by saying "See you next week"by using sign language.

32. The students answered “Terima kasih” using sign language.
33. The teacher answered “Sama sama” using sign language.

Field Notes 2

Class : VIII

Teacher : Mr. Hamid

Place : SLB Sri Soedewi

Time : 08.45 - 09.25 (40 minutes)

Date : October 12th, 2018

1. The teacher came to the class by greeting the students with “Salam” using sign language.
2. The students answered the “Salam” using sign language.
3. Teacher started the class by saying “Good Morning class. How are you today?” using sign language.
4. The students replied it by saying. “Good morning Sir, I am fine thank you.” using sign language.
5. The teacher sat on the chair and asked the students to have a moment of prayer.
6. The teacher and students prayed together.
7. The teacher checked students’ attendance.
8. The teacher asked the students to prepare their origami paper.
9. The students prepared the origami paper.
10. The teacher provided other tools for pop up cards.
11. The teacher explained what is pop up cards to the HI students.
12. The students pay attention to the teacher.
13. The teacher gave instruction in front of the class.
14. The students followed teachers’ instruction.
15. The teacher helped the students to cut the origami paper into 7 pieces.

16. The teacher and the students glued the origami paper together.
17. The teacher started to discuss about descriptive text while making the pop up cards. He mentioned about daisy flower which is the material that will be discuss next week using pop up cards.
18. The students pay attention to their teacher.
19. The teacher asked the HI students some vocabularies related to the topic.
20. HI students respons their teacher questions.
21. The teacher continued making the pop up cards with his students.
22. The teacher helps the students making the pop up cards.
23. The teacher asked the students to coloured the daisy flower as creative as they can to improve their interest.
24. The students coloured their pop up cards.
25. The teacher walked around the class to see his students' progress.
26. The students seems enjoyed and excited.
27. The pop up cards is done by the HI students.
28. The teacher gave applause to his students.
29. The teacher explained aboutthe instructions for next week, the students will be studying about descriptive text by using their Pop-Up Cards.
30. The students listened to their teacher's explanations.
31. Time is up, the students have a break.
32. The teacher asked the students to keep silent and have a moment of prayer.
33. The teacher and students prayed together.
34. The teacher closed the class by saying "See you next week"by using sign language.

35. The students answered “Terima kasih” using sign language.
36. The teacher answered “Sama sama” using sign language.

Field Notes 3

Class : VIII

Teacher : Mr. Hamid

Place : SLB Sri Soedewi

Time : 08.45 - 09.25 (40 minutes)

Date : October 19th, 2018

1. The teacher came to the class by greeting the students with “Salam” using sign language.
2. The students answered the “Salam” using sign language.
3. Teacher started the class by saying “Good Morning class. How are you today?” using sign language.
4. The students replied it by saying. “Good morning Sir, I am fine thank you.” using sign language.
5. The teacher sat on the chair and asked the students to have a moment of prayer.
6. The teacher and students prayed together.
7. The teacher checked students’ attendance.
8. The teacher asked the students to stand up, and doing some exercise for heating up.
9. The students followed the teacher instructions.
10. The teacher asked them to sit down.
11. The teacher showed pop up cards they made last week, the teacher explained about descriptive text.
12. The students pay attention to the teacher.

13. The teacher described about part of daisy flower (petal, leaves, stem, roots), colours, where the daisy flowers are originated, and what is it symbolize for (mother's day) by using the media pop up cards.
14. The teacher wrote some English vocabularies in the whiteboard and asked the students one by one to translate it into Bahasa.
15. The students came in front of the class and wrote the answer.
16. The teacher able to attract the students enthusiasm about descriptive text by using the pop up cards.
17. The teacher evaluated the students answers and asked the students to take a note.
18. The students followed the instruction given by the teacher.
19. The teacher asked the HI students some questions related to the topic.
20. HI students respons their teacher questions.
21. The teacher gave them feedback.
22. The teacher explained aboutthe instructions for next week, the students will have a test about descriptive text.
23. The students listened to their teacher's explanations.
24. The teacher gave the students homework, they have to describe the daisy flowers from their pop up cards, the colours and the part of the flowers. It will be submit in the next week.
25. The students noted the homework on their textbook
26. Time is up, the students have a break.
27. The teacher asked the students to keep silent and have a moment of prayer.
28. The teacher and students prayed together.

29. The teacher closed the class by saying “See you next week”by using sign language.
30. The students answered “Terima kasih” using sign language.
31. The teacher answered “Sama sama” using sign language.

Field Notes 4

Class : VIII

Teacher : Mr. Hamid

Place : SLB Sri Soedewi

Time : 08.45 - 09.25 (40 minutes)

Date : October 26th, 2018

1. The teacher came to the class by greeting the students with “Salam” using sign language.
2. The students answered the “Salam” using sign language.
3. Teacher started the class by saying “Good Morning class. How are you today?” using sign language.
4. The students replied it by saying. “Good morning Sir, I am fine thank you.” using sign language.
5. The teacher sat on the chair and asked the students to have a moment of prayer.
6. The teacher and students prayed together.
7. The teacher checked students’ attendance.
8. The teacher asked the students to stand up, and doing some exercise for heating up.
9. The students followed the teacher instructions.
10. The teacher asked them to sit down.
11. The teacher started the lesson by asking the students what is the previous lesson about.
12. The students answered “wrote” “pop up cards” by using sign language.
13. The teacher asked about their homework.

14. The students takes their homework, and submitted to the teacher.
15. The teacher checked students' homework and gave scores.
16. The teacher asked the students to get ready for their test.
17. The students followed the teacher instruction.
18. The teacher gave their paper test.
19. The teacher gave instruction and explained the text in the paper. The test is multiple choice and fill in blank, because the HI students can not write and read long sentence.
20. The students pay attention to the teacher.
21. The students working on their paper.
22. The teacher walked around the class to see his students' progress.
23. A student asked about question that they do not understand.
24. The teacher explained the question.
25. After 20 minutes, the teacher asked the students to submit their paper test.
26. HI students submitted their paper test.
27. The teacher gave them feedback.
28. Time is up, the students have a break.
29. The teacher asked the students to keep silent and have a moment of prayer.
30. The teacher and students prayed together.
31. The teacher closed the class by saying "See you next week"by using sign language.
32. The students answered "Terima kasih" using sign language.
33. The teacher answered "Sama sama" using sign language.

Appendix 4. Documentation



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Picture 10



Picture 11



Picture 12

PICTURES' DESCRIPTIONS

- Picture 1-3 : Teacher and hearing impaired students making pop up cards
- Picture 4 : Teacher explains the material with pop up cards
- Picture 5 : Teacher asking the students questions
- Picture 6-7 : Interview session with the teacher
- Picture 8 : Interview session with students 1
- Picture 9 : Interview session with students 2
- Picture 10 : Interview session with students 3
- Picture 11 : Interview session with students 4
- Picture 12 : Interview session with students 5

