

## **CHAPTER IV**

### **RESEARCH FINDING**

In this chapter, the researcher presented the research finding. The research finding here discussed by presented the data from observations, the data from interviews and the data from documentation. In addition, the discussion here presented the description of teacher practices in managing inclusive classroom.

#### **The Research Finding**

The research finding consists of the description of the data found. It included the description also the data description related to the implementation of how the teacher improve their competencies to be effective in managing inclusive classroom and the teacher manage inclusive classroom. The researcher observed from April until July 2019 in three times. The explanation is the followings:

Based on interview of headmaster (she is also english teacher) there are four curriculum that used in this school, they are:

- a. Omission curriculum is the curriculum that makes all of component curriculum for students who have lowest level
- b. Substitution curriculum is the curriculum that takes the part of regular curriculum, then develop the curriculum
- c. Modification curriculum is the curriculum takes the part of regular curriculum, then modify the curriculum

- d. Duplicate curriculum is the curriculum does not make curriculum but duplicate the regular curriculum to inclusive curriculum

Based on interview of headmaster on April 11<sup>th</sup> 2019, there are three classes of inclusive class in eighth grade, they are full inclusive class, therapist class, and accompanied class. In this research the researcher focused on full inclusive class. The are female class “A” and Male class “B”.

Full inclusive class is the students with special need are gathered to study in the class with normal student. The students with special need are not accompanied by the inclusive teacher in the class, because their mind and attitude can adapt all of the material as normal student. So, the students with special need are ready to gather in the regular class or full inclusive class. It is supported by the result of interview of headmaster, we can see below

*“full inclusive class called as regular class, the students with special need used same curriculum like normal students, we called the duplicate curriculum that the students with special need just follow the curriculum, so they just followed the curriculum of normal students”.*

From the result of interview of headmaster it can be seen that the full inclusive class use duplicate curriculum that refers to curriculum 2013, duplicate curriculum does not make new curriculum but duplicate the regular curriculum into inclusive curriculum, so the curriculum of this class duplicate from the 2013 curriculum.

There are two students with special need in the full inclusive class, they are DA and AR. The students with special need who study in the full inclusive class are categorized Autism, it is a developmental disability

significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. The kind of autism are "DA" include asperger's syndrome because there does not have problem in his language while "AR" include rett syndrome because she does not have problem in her language.

Here was the more detailed explanation about the finding.

# **1. The finding on he teacher manage the inclusive classroom at SMP Islam Al Azhaar Tulungagung**

There are 3 classification in managing the inclusive classroom, they are:

## **1. The Physical Setting of the Classroom**

### **a. Classroom Size**

In this research, the size the classroom was 4 x 8 meter. It made the teacher easier to manage the class because all the students' movement (inlcude student with special need) could be seen clearly from the front of the class, so when the teacher was giving a quiz to students, they could not discuss with their friends. Because of the large classroom, the teacher generally could come closer and gave more attention to the students. It would make students more enthusiastic and had a great motivation to learn English. This condition would help students to be successful in learning English at school.

The number of students in the class was 20-24 students. It was an ideal class. According to the Regulations of Ministry No. 129 a/U/2004 Section 3 on Elementary Education, the number of junior

high school students in each class should be between 30 to 40 students. However, the ideal class should be small. It has about 15 to 20 students so that it would be more effective and efficient. National Education Association (NEA) states that the classroom size should be smaller. The optimal classroom size consists of 15 students. Smaller classes are also better because the issues of safety and discipline. In smaller class sizes, the teachers can give more attention to every student especially for student with special need. So it will help students to be successful in their learning English.

To handle the class, the teacher generally used the conventional arrangement and made groups of students, such as, small groups, large groups and in pairs, the teacher does not differ the student with special need who study in the classroom, the teacher always ask the another students (normal student) to receive and motivate the student with sepcial need. The teacher also gave more attention to the students when they were doing the tasks. These were good ways to handle the class. When the teacher was managing the small class, the teacher generally did not have much movement. The teacher just saw the students' movement by standing in front and behind the class, sitting on the student's seat in the behind

## b. The Interior Design of the Classroom

### 1. Color

Based on the observation, the colors of the wall were blue and

white, In another inclusive classroom, the teacher found that the color of wall is white only. They were traditional colors. However, the blue color is lighy color which can create a distraction, while white can be cold and institutional. The wall color of the classroom should be light blues, purple, peach or a variety of colors because these colors give a calm and cool atmosphere.

She also proposes the avoided colors such as, white color, which can make the eyes tired and sleepy with its sheer intensity, but in some classes just white color only. Actually bold colors may create a distraction, especially with younger learners. Red, for example, has been shown to increase heart rate and grabs attention immediately. Black and brown are associated with fear and anxiety in young children and can bring about an undercurrent of anxiety.

c. The Interior Design of the Classroom

Based on the observation, there were 20 tables and 20 chairs in the classroom. Besides, there were two whiteboards, three markers, a teacher's desk, a cupboard, a vase, a flag, and a map, the picture of a president and a vice president, 4 five brooms, and a calendar. There were 4 windows in every classroom. The windows and the ventilator were located on the right and left sides of the wall. The size of each window was 90cm x 60cm. Lighting in each classroom was from the sun. The classroom was clean and

shiny. The floor of the classroom was white ceramic. In general, the pattern of the desk arrangement of the classroom was the lines pattern.

In this study, it is shown that the pattern of the students' desk arrangement was the line pattern. The flag was in the left front corner. It was located in front of the class. Behind of the flag was the cupboard. The attendance list was in the behind of the cupboard. The right side of the cupboard was the teacher's desk. There was a picture of Garuda on the middle upper of the wall. It was located in front of the class. On the left side of the picture of Garuda, there was a picture of the President. There was a picture of the vice president in the right side of the picture of Garuda. A calendar was hanging on the right side of the wall. It was located in front of the class. The blackboard was under the picture of Garuda. The students' desks were located in the middle of the class. There were 40 students' desks. The pattern of the students' desk was the lines pattern. There were three decorations in the class. All of them were hanging on the wall. Two decorations were located in the behind of the class. The first decoration was hanging on the middle side of the wall. It was in the behind of the class. The second decoration was on the left side of the first decoration. The third decoration was located the right front of the class. It was in front of the students' desks in the right side. It was also hanging on the wall. There were some brooms in the right corner behind of the

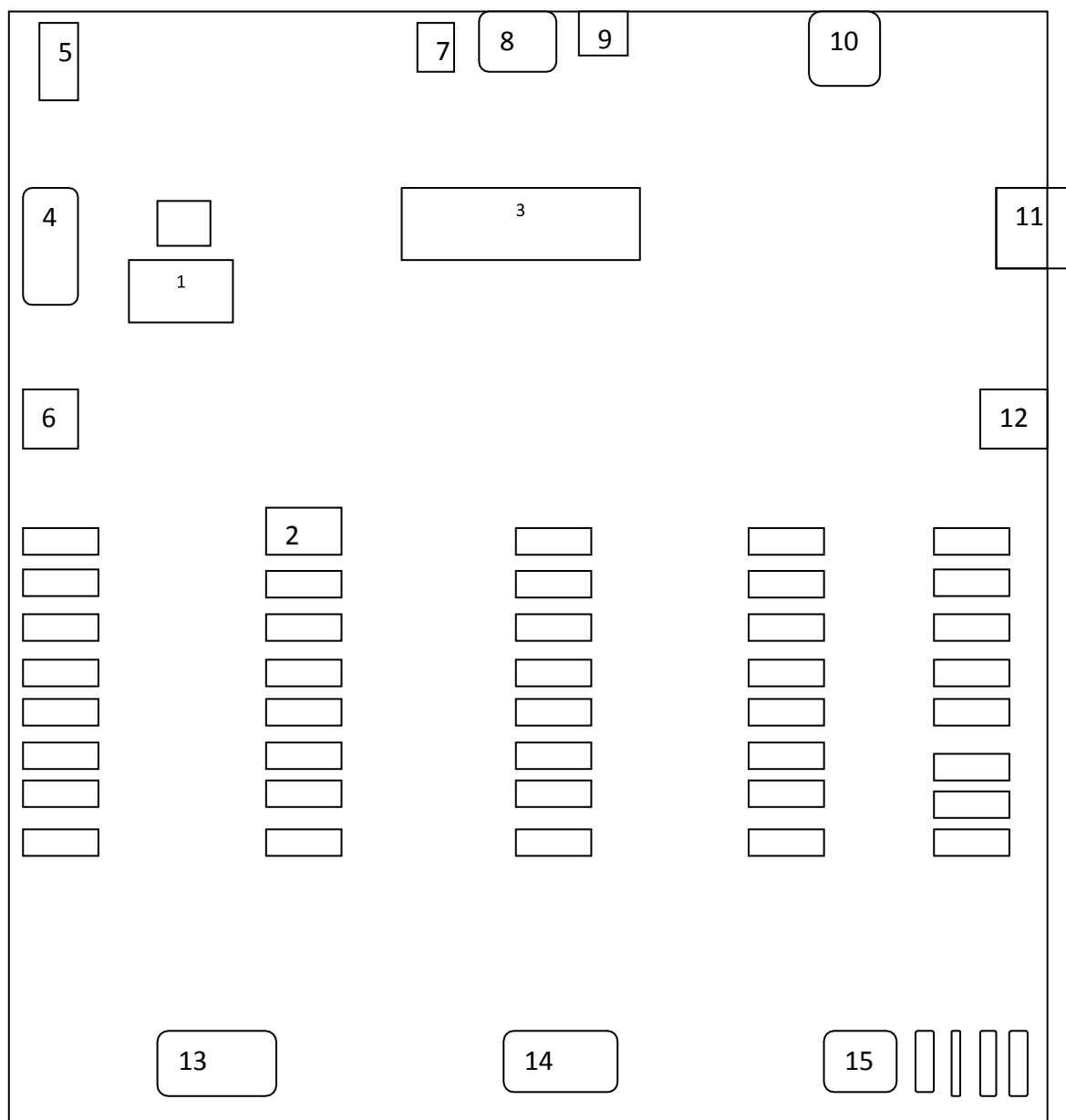
class. The door was located in the right front of the class. It was about 2 meters from the corner of the class. This class was used the traditional pattern. The students' desks were in line pattern. Most of the schools use this pattern.

In this research, the interior design of the classroom includes location, lighting, seating, ventilation, and outdoor space. The right color shade can transform distracted frazzled environment into calm and focused space.

In general, every class was clean and tidy. The floor of the classroom was made from ceramic. The facilities of the teaching and learning activities were complete.

**Picture 4. The Interior Design of the Classroom**

Teaching arrangement





- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. The teacher's chairs         | 9. The picture of a vice president |
| 2. Table                        | 10. Calendar                       |
| 3. Backboard                    | 11. Door                           |
| 4. A cupboard                   | 12. Decoration I                   |
| 5. A flag                       | 13. Decoration II                  |
| 6. Attendance list              | 14. Decoration III                 |
| 7. The picture of the President | 15. Brooms                         |
| 8. The picture of the Garuda    |                                    |

The picture shows that the pattern of the students' desk arrangement was the traditional line. The flag was in the left corner. It was located in front of the class. The behind of the flag was the cupboard. The attendance list in the behind was of the cupboard. The right side of the cupboard was the teacher's desk. There was a picture of Garuda on the middle upper of the wall. It was located in front of the class. On the left side of the pictures of Garuda, there was a picture of a President. There was a picture of a vice president in the right side of the picture of Garuda. A calendar was hanging on the right side of the wall. It was located in front of the class. The blackboard was under the picture of Garuda. The students' desks were located in the middle of the class. There were 40 students' desks. The pattern of the students' desk was the traditional line. There were three decorations in the class. All of them were hanging on the wall. Two decorations were located in

the behind of the class. The first decoration was hanging on the middle side of the wall. It was in the behind of the class. The second decoration was on the left sight of the fist decoration. The third decoration was located in front right of the class. It was in front of the students' desks in right side. It was also hanging on the wall. There were some brooms in the right corner of the behind of the class. The door was located in front right of the class. The door was located in front right of the class. It was about 2 meters from the corner of the class. This class was used the traditional pattern. The students' desk was in line pattern. Most of the schools use this pattern.

#### d. Seating Arrangement

In this study, it is shown that the pattern of the students' desk arrangement was the conventional arrangement. The teacher can see all students individually, in each line vertically or horizontally and around of the class. In the inclusive class the teacher always asked the student with special need to sit in the first line or in front of table's teacher because the teacher could be easier to manage and control the student with special need. This pattern ease the teacher to talk to the students directly either individually, in the small groups. The teacher can see the student's movement clearly. This conventional arrangement can ease the teacher in the teaching learning activities, such as, explaining the grammar, watching video, using blackboard and whiteboard, OHP.

However, the teacher must be keep contact with the students individually, in the small groups, and in the large groups. The teacher must always involve each student to participate in the teaching and learning process especially for student with special need. When the teachers were asking the students to answer the question, it should not be organized. It is because if the students were asked to answer the question in a series, the students would not care about the other answers.

The conventional seating arrangement is appropriate and has many advantages, for example, the teacher can see the student's movement clearly, the teacher can talking with the students easily, and the teacher can handle the students in the classroom. Besides, the students can see the blackboard and whiteboard clearly because it located in the middle front of the class.

In general, the conventional arrangement is appropriate because the teacher can see all the students individually, in each line vertically or horizontally and around of the class. For example, the teacher can move around the class, in front, right, left, middle and behind of the class.

## **2. Psychological Setting of the Classroom**

The classroom situation determines the success of the teaching and learning English. Based on the observation, the floors of the classroom looked shiny. It made the classroom feel comfortable. The teacher's voice was loud and not resounded. The light in the classroom was bright so it supported the teaching and learning process. It should make the students be enthusiastic in the teaching learning, because the

classroom was comfortable. However, in fact, many of students did not focus to the lesson include the student with special need. They were very busy doing their own activities, while the others were passive. This condition was worsened by the sound from outside the class which disturbed the lesson. At last, the students were difficult to concentrate the lesson.

The psychological setting of the classroom is very important in the teaching and learning process. The classroom situation should be able to make the students enjoyed the teaching and learning activities. However, the classroom situations in this research were not all support the teaching and learning activities.

Although the classroom looked shiny, the sound from outside of the class could be heard in the classroom. It made the students feel uncomfortable during the lesson.

In general, the floors of the classroom looked shiny. It made the classroom feel comfortable but the sound from the outside of the class could be heard in the classroom. This made the students feel uncomfortable so that they were difficult to concentrate the lesson include student with special need.

### **3. The Management of the Teaching and Learning Process**

#### **a. The Teacher Roles**

Based on the results of observations, interviews, and questionnaires, the teacher became a planner, informer, and monitor in the teaching learning process. The followings are the explanation

of teacher roles found in this research.

**i. Planner**

As a planner, the teacher prepared the material for students by making lesson plans, in this inclusive classroom the lesson plan for student with special need were same. These lesson plans were used to teach the students in the classroom, so that the teaching and learning process would run well.

**ii. Informer**

As an informer the teacher gave the detailed information about the topic, for example, “survey sheets”. Then she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table “survey sheets”. At last the students were asked to interview their friends about their hobby.

**iii. Monitor**

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student’s activities in reading the book.

In this research study, the teacher had only a few roles such as an informer, planner and monitor. Although the students could understand the material, teacher roles in the teaching and learning process was not optimal. To improve the students’ English ability,

the teacher should become more than just a planner, informer, and monitor. She should become a planner, informer, monitor, controller, director, manager, facilitator, and resource.

#### **iv. Grouping Students**

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4-6 students, large groups based on the seats, for example, a group of students from a line seat. The example of pair tasks can be in the form of practicing dialogues. The small groups were in the form of describing pictures. In the large groups, the students were asked to discuss a topic, for example, discussing the National Examination or the global warming. Responding the teacher of making groups the students were very happy. They did not have any difficulties in doing the task. The teacher always ask the normal student to help and receive the student with special need in doing the group task.

Occasionally, it is necessary to the group of the students in doing the task. The students will be easier to do the task if they worked together. They could ask their friends about their difficulties in doing the tasks. They can also share their knowledge to others. Besides, grouping students could train them to be able to work in a team. Grouping students could be in the form of pair groups, small groups, and large groups.

According to Spratt, Pulverness, and Williams (2005: 148)

grouping students consist of classical groups, big groups, small groups consist of 3-5, in pairs and group individual or solo work.

#### **v. Correcting**

In this study, the teacher corrected the spoken language by checking the students' pronunciation, while in the written language by checking the students' writing one by one. The teacher was walking closer to the students. The teacher corrected the students' mistakes and classified those mistakes. The teacher would know the students' mistakes after she corrected the students' tasks. Some techniques of correcting could be more suitable for the certain types of mistakes. For example, finger correction was useful for pronunciation and tense mistakes.

The teacher corrected the mistake based on the purpose of the activities, the serious mistakes, and the learner needs. Responding the teacher of correcting the students' tasks, they were very happy because they would know about their mistakes.

In the teaching and learning process the teacher corrected the students' mistakes, orally and written. Correcting the students' mistake were very important because the students' would know about their mistakes and knew the right one.

The result of the study shown that the students' mistakes were in the form of oral and written mistakes. The teacher would know the students' mistakes after she corrected the students' tasks, both spoken and written production. The teacher corrected the

spoken language by checking the students' pronunciation, while correcting the written language, she checked the students' writing production one by one. The teacher generally walked closer to the students to correct their mistakes. Then she classified the mistakes the teacher corrected the mistakes. The teacher corrected the mistakes based on the learner needs. In responding to the teacher of correcting the students' task, they were very happy because they would know their mistakes.

Correcting, the students' mistake is very important. The students would know their mistakes so that they would not respect to some mistakes. The teacher could correct the students' mistakes orally and written. Some techniques of correcting could be more suitable for certain types of mistakes. For example, finger correction was useful for pronunciation and tense mistakes.

#### **vi. Giving Feedback**

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teacher's of giving



feedback, the students did not have any problems and they were very happy and relax.

Giving feedback to the students was very important, because the students could get information about the teaching and learning activities. The purposes of giving feedback were to motivate the students to understand the material, to solve their problem and to improve their English skills.

Feedback should be positive and can help the learners in the teaching and learning English. The purpose of giving feedback to the learners is to motivate the learners, to solve their problem, and to improve their skills. In this feed back, the teacher gave feed back for student with special need like make good communication to the shadow teacher and their parents, it purposes to know how the development of the student with special need.

#### **vii. The Teacher's Voice**

In general, the teacher voice was loud in the teaching and learning process. The teacher's voice could be heard by the students, when she was explaining the material. However, the teacher's voice sometimes was low so that some students could not hear the voice clearly. The teacher's pronunciation was good, understandable and could be followed by the students.

In this research, the teacher's voice was sometimes loud and low. The teacher's should be loud in explaining the material in order to the students can hear the teacher's voice clearly. So the students

could understand the materials. The teacher's pronunciation should be correct and understandable by the students.

#### **b. The Teacher's Language**

In this research, the teacher greeted the students using English. The English teacher greeted the students with routine expressions in English like; *"Good morning. How are you today?" "Good afternoon". "See you next week", "Bye-bye"*. Then, the students responded, *"Good afternoon". "Bye-bye"*. Based on the observation, the all of normal students and student with special need can respond the teacher well.

The teacher used two ways in explaining the material. The first way was explaining the material orally and the second was using a written explanation. To explain the material orally, the teacher used a bilingual technique, naturally using English and Indonesia. The teacher used English to explain the materials, and then she translated them into Indonesian. This purpose make the student with special need and normal student will be easier to understand the material.

In the teaching and learning activities, the teacher gave some examples to the students how to write the sentence. For example, *"Anton goes to school at 06.30 a.m", "complete this dialog by choosing the best answer"*. The use of grammar and vocabulary should be correct. The students could understand what the teacher explained. Beside it, the teacher always give different task to the student with special need although the teacher always explain the

different material with the task were given to the student.

The teacher generally explained the material first, and then she gave some instructions, such as *“Open your book page 13, and make a group, each group consists of 4 students”*. Besides, the teacher gave the assignment to the students, corrected the students’ tasks, and looked the students one by one answering the question. After students finished answering the question, the teacher gave scores to the students. To check the students’ tasks, the teacher always gave the time, for example, *“I give you ten minutes to answer the question”*. When the teacher was conveying the meaning easily, she used the systematic language, and the familiar language.

In this study, the teacher’s language had some functions, such as, an instructor, corrector, elicitor, and supervisor. As Instructor, the teacher asked the students to open the book and to make a group, for example *“Open your book page 13, and you make a group, each group consists of 4 students”*. As the corrector, “the teacher asked the students to read the sentence, in this chance the teacher always try to help student with special need, for example ‘*I can help you*’. The students made a mistake in pronunciation, for example when they said, “help”. As the corrected the students’ production for example, *“My hobby is foodball”*. The students made a mistake in grammar that was in the word “foodball”. It should be *“football”*. As an elicitor, she gave explanation and information how to make a table. For example the table considered of number, name, hobby, times, and

reason. Then, she asked the students to complete the table “surveys sheets”. After that, the students were asked to interview their friends about their hobby. As a supervisor, the teacher came closely to the students especially student with special need. She gave them the time to answer the question. For example, *I give you ten minutes to answer the question, do you understand?* In general, the teacher’s pronunciation was good.

The results of the study show that the teacher’s language had some functions, such as, an instructor, corrector, elicitor and supervisor. These are not optimal. The teacher’s language should have more functions as Sprat, Pulvelness, and Williams stated that the teacher’s language has some function such as, instructing, narrating, eliciting, prompting, correcting, checking learning and conveying the meaning.

In the teaching and learning process, the teacher generally used English about 50%. To explain the material, the teacher used both English and Indonesian. The teacher used English to explain the material, and then she translated them into Indonesian. It was good and effective because the students could understand the material.

### **c. The Students’ Language**

Based on the result of observation, interviews, and questionnaires, the students both used English and Indonesia in the teaching and learning activities. Generally, the students used English to greet and response the teacher’s greeting. For instance, “good

morning”, *“I’m fine, thank you. And you, No absent today”*. At the end of the lesson, such as, ‘Good bye’, “see you”. The students’ pronunciation in greeting was good Besides, the students also used English to answer the question from the teacher for example , “ Yes “, “No”, “Not yet”, Yes I understand, I did not understand. Their pronunciation on saying these words was good too.

The students used Indonesian about 70% in the teaching and learning activities. They used Indonesian to speak and to talk with their friends. If they had some difficulties in learning English, they used Indonesian to ask some questions to the teacher. They also used Indonesian to talk with their friends, such as, talking about their activities, asking the time, talking about the lesson.

Responding the students of using Indonesian, the teacher did not have problem and respected them in the teaching and learning process. Students liked using Indonesian because they could understand the material well. If the teacher used English in all of the teaching and learning process, the students could not understand the lesson. They would be passive and silent along the teaching and learning English.

In general, the students used Indonesian about 70% in the teaching and learning process. Although it was not effective, the students could understand the material well. They should practice English in the real life, also it would improve their English skill become language is a habit. If they wanted to improve their English

skills, they had to use English as their habit.

#### **d. Learners' Mistakes**

In this research, the students made some mistakes in grammar, pronunciation, vocabulary and, language use. In the pronunciation, they made mistakes in pronouncing some words in the sentence, hobby Aziz is playing football", Aziz playing football every day". They made mistakes in writing the word "football" and "everyday". They said fotbal for "football" and every day for "everyday". They should be fodbal and every day. To know the students' speaking ability, the teacher asked the students to introduce their selves or to tell about their friends. While to know the students' writing ability, the teacher asked the students to write some sentences. In this material the teacher always give different level of the task to the student with special need. When the teacher was correcting the students' mistakes, she used Indonesian.

Generally, the students' mistakes are in the form of oral and written mistakes. They can be known from the students' spoken and written production. The teacher usually asked the students to speak in front of the class, for example, telling about their hobby or their family. In this task the student with special need also gave chance to speak in front of the classroom, it make student with special need felt like normal student although she/he did not relize that they were different. Besides, the teacher also asked the students to write a simple paragraph, for example, describing their pets. From these

activities, the teacher could know the students' speaking and writing ability so that if the students made some mistakes, the teacher will immediately correct their mistakes.

The oral mistake can be in the form of pronunciation and spelling mistakes, while the written mistakes can be in the form of grammar and vocabulary mistakes.