

CHAPTER IV

DATA PRESENTATION AND FINDING

A. Data Presentation

As stated in the previous part that this study was intended to investigate the practice of teaching English to Intellectual-disability students at SLB Nurul Ikhsan Ngadiluwih Kediri to answer the research question of how does the teacher facilitate the students' learning activities at SLB Nurul Ikhsan Ngadiluwih Kediri.

Based on the result of the interview, observation, and documentation, it was found that the teacher in facilitating the students learning at SLB Nurul Ikhsan Ngadiluwih Kediri took some activities there were: 1) Making lesson plan, 2) providing a learning strategy, 3) Motivating students, 4) directing the students to practice, 5) Paying attention to students' readiness to study, and 6) evaluating students' learning. Each of the teacher activities is described as follows :

1. Making Lesson Plan.

In the English learning process in SLB Nurul Ikhsan Ngadiluwih Kediri before carrying out the teaching process, English teachers isrequired to make a lesson plan so that later they can easily determine what strategies, methods, and media will be applied following the material to be delivered to students. It can be seen from the results of interviews with Mrs. Siti Muhibatul M., S. Pd. as an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri as follows :

“Regarding English learning, before carrying out the learning process in the classroom, the teacher is obliged to prepare the lesson plan first, the purpose of making this lesson plan is so that the learning is systemized, and later it will make it easier for the teacher to also deliver material to the students, because what is being taught is also a little different from children, before making lesson plans, you must also pay attention to several things. The first is to analyze the ability of each child first because each child with mental disabilities has different abilities in receiving learning material. By knowing the children's abilities, I will be able to determine the right method and media for each material that I will convey to the children so that later the material can be understood by the children..” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

As explained by Mrs. Siti Muhibatul M., S. Pd. in the teaching activities to facilitate students' learning starting from making lesson plans by teacher to make it easier for teachers to determine the right methods and media in order to achieve the objectives of learning.

The same explanation was conveyed by the vice-headmaster of curriculum of the SLB Nurul Ikhsan Ngadiluwih Kediri, Mr. Iskafit, S. Pd. the range of making lesson plans. The results of the interviews with him as follows:

“The method of learning English for children with special needs, the first time, makes a plan or lesson plan first, and the lesson plan made must be following the considerations of all aspects that might affect the abilities of your children, so that later success will be achieved in the learning process. Furthermore, the implementation of the learning itself is the implementation of the lesson plan made by the teacher, by providing modifications to strategies, methods, media and approaches to optimize the potential of the children.” (Interview with Mr. Iskafit, S. Pd., Saturday, 8 February 2020)

From the opinions above, it can be concluded that lesson planning or RPP is very important before carrying out the teaching and learning process. Making a lesson plan is the first step that must be taken by the teacher to make it easier to determine what methods, media, as well as what strategies will be suitable to be

applied in the teaching and learning process of students including intellectual-disability children.

Not only that, as a teacher in a special school, a teacher is required to make a lesson plan based on the condition of students, as explained by Mrs. Siti Muhibatul M, S. Pd. As follow:

“.... The lesson plan that I made come from the curriculum we use, namely the 2013 curriculum, in the lesson plan some indicators must be achieved, form the basic competencies that are already in the curriculum to indicators. The lesson plans are also different from what we usually use for schools in general, considering that we teach special children” (Interview with Mrs. Siti Muhibatul M, S. Pd., Saturday, 8 February, 2020)

Based on the interview above, the teacher states that when she prepares the lesson plan, she also states the goals. She states the goals into some basic competence which are stated in the curriculum. She prepares the indicators of the teaching learning activities.

In making lesson plans, the teacher at this school refers to available learning media such as available textbooks.

“For making lesson plans, we refer to more basic English material from the books available, however, in English learning activities, the lack of supporting books for students is also an inhibiting factor in your learning, and it makes us have to be able to find other media sources in learning” (Interview with Mrs. Siti Muhibatul M, S. Pd., Saturday, 8 February 2020)

Based on the interview above, the teacher explained the reference for making lesson plans sourced from available media, namely textbooks for children with special needs. However, until now, there are very few supporting books for children with special needs, making teachers look for other media sources.

Based on observation, we can conclude that the researcher found that the teacher prepared the lesson plan before do the teaching-learning process. The

teacher used the syllabus curriculum 2013 as the lesson plan. The lesson plan and the syllabus were different from the syllabus for normal students, because their abilities was different. Especially for disabled students that they had lack theirs. In this class, the syllabus and lesson plan focuses on vocabulary because they didn't learn English subject in Elementary school before. So, they still slower rates in receiving process learning of English subject. The sources for making a lesson plans from available textbooks. However, the teacher finds it difficult to prepare lesson plan. This is due to the limited of supporting books for children with special needs in this school.

2. Providing Teaching Strategy

Teaching strategies are very important in teaching and learning because the strategies are less or failure of the teaching and learning process only, if the strategies applied by the teacher are not suitable, the learning objectives cannot be achieved properly. Therefore, in the teaching and learning process for children with special needs (intellectual-disability) it is necessary to achieve the goals.

From the results of observations that have been carried out by research for several days in English teaching and learning process for Intellectual-disability children at SLB Nurul Ikhsan Ngadiluwih Kediri the teacher often applies cooperative strategies or study group in which several groups will be formed and each group will get a task from the teacher. Following are the results of an interview with Mrs. Siti Muhibatul M., S. Pd. as an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri:

“For the strategies that I usually apply are a group or cooperative learning, for example in English teaching and learning process on the

material around objects, I will divide them into several groups and later I will give assignments such as a group mentioning the objects often found around them and I give them time to mention it. After I have had enough time for all the groups I will ask to come forward to mention the objects that were around earlier. So that is the strategy that I often apply, sis, I will just have to explain from the example mentioned by the children, this group learning is not only to make it easier for children to learn, but also to make children learn to accept individual differences with their friends. in her class, besides that Ms. will also be able to improve their social skills both at school and in their home environment.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

From the explanation and observation results in the field, it can be concluded that the strategy used in the English teaching and learning process in SLB Nurul Ikhsan Ngadiluwih Kediri uses a cooperative strategy where the teacher divides students into several groups and each group is given the task to complete together. Besides, the application of this strategy aims to make students able to interact and accept individual differences, which in turn will be able to appreciate the differences that exist among their peers, and be able to improve their social skills within school and outside school.

The same explanation was conveyed by the vice-headmaster of the curriculum of the SLB Nurul Ikhsan Ngadiluwih Kediri, Mr. Iskafit, S. Pd. about the application of cooperative strategy in teaching and learning process for intellectual-disability students. The results of the interviews with him as follows:

“The application of a strategy for children with special needs is the same, namely cooperative strategy. Because according to us this strategy is very appropriate to be implemented, with the aim that there can be togetherness between students with each other. So here, older students can also guide for underage students, or smarter students can help each other for students who feel they don’t understand the material being taught.” (Interview with Mr. Iskafit, S. Pd., Saturday, 8 February 2020)

Based on the interview above, Mr. Iskafit S. Pd. stated the advantages of implementing a long-term cooperative strategy in the teaching and learning process for all students here. Namely building a sense of community, mutual, care, and help each other. This is the reason for the implementation of a cooperative strategy in the teaching and learning process in this school. This positive impact has also been seen by itself from the results of field observations conducted by the researcher, namely the high value of caring for one another, as well as guiding each other in any case, not only in teaching and learning activities but in activities outside the lesson time.

In addition to implementing a cooperative strategy, the teacher must always repeat each material being taught as follows:

“Besides that, I have to always repeat the contents of the material until they understand and are always reminded. So, if they haven’t taught for a few days, they’ll forget. I will remind them again. In teaching and learning process intellectual-disability children have a weak memory, they quickly forget the material that I have explained the numbers, sometimes I repeat the lesson so that they remember again. For example, during the past weeks, they were asked again, they would easily forget, and could not answer when asked.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

Based on the interview above, the teacher often repeats the material that has been taught because of the lack of memory that intellectual-disability children have. So that must be repeated until the material can be remembered permanently.

Based on observations, we can conclude that the researcher found that the teacher applied a cooperative strategy in the teaching and learning process at SLB Nurul Ikhsan Ngadiluwih Kediri where the teacher divided into some study groups, then the teacher gives assignment to each group. Choosing a cooperative

strategy itself has a specific goal, which is expected to build a mental togetherness of children with special needs with each other, it feels like an attitude of mutual help, and mutual concern for one another.

Besides to the application of the cooperative strategy, the teacher also has to repeat the material when students feel they have forgotten or do not understand the previous material because of the lack of memory possessed by intellectual-disability children. This is done for students to remember the material that has been taught previously. This is one of the difficulties teachers have in teaching children with special needs.

3. Motivating Students

Generating student motivation and attention is an activity that needs to be carried out at every stage of the teaching and learning process. Especially in the early stages of the teaching and learning process, students need to focus their attention on the material to be discussed. For that, teachers should carry out activities that can attract students' attention. With the growing motivation of students to learn, the teaching and learning process will take place more easily.

In implementing the learning strategy, of course the steps that must be taken so that the strategy is successfully applied to students and the objectives of teaching and learning can be achieved properly is motivating students. From the research results, the steps for motivating students carried out by the English teacher for Intellectual-disability students are as follows:

a. Conveying goals

The first step taken by the English teacher was by conveying the goal, it makes students motivated and enthusiastic in participating in teaching and learning process and the teacher provides information to students about the learning material, as well assignment to be given to children. The following is the result of an interview with Mrs. Siti Muhibatul M., S. Pd. as an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri:

“The first step I took in implementing the first group learning was of course telling the children about the learning to be carried out. After that, I gave them a little motivation so that they were enthusiastic in following my learning, yes, after I thought they had started to be more enthusiastic about learning, I conveyed to the children about a little material and assignments that would be accepted per group later.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

From the results of the interview above, it can be seen that the first steps taken by the English teacher in motivating students is to convey goals and motivation to children and after the teacher feels the children are starting to get more enthusiastic, the teacher begins to convey a little lesson material about things around to the children, and the teacher also tells the assignment that will be given to each group that is formed.

The same explanation was conveyed by the vice-headmaster of the curriculum of the SLB Nurul Ikhsan Ngadiluwih Kediri, Mr. Iskafit, S. Pd. about the conveying goal to motivating students. The results of the interview with him as follows:

“One of the steps to motivate students is to conveying goals. For example, for the material mentioning objects around, we also convey the goals of the material, namely so that students can know the names of objects around in English. This raises students’ interest in asking the teacher

about the name of an object that is not yet known in English. Besides, this step is also the first step in the teaching and learning process that should be carried out by the teacher in general, both in school generally and in special school. (Interview with Mr. Iskafit, S. Pd., Saturday, 8 February 2020)

Based on the results of the interview above, Mr. Iskafit also emphasized that the first step that the teacher takes to motivate students is to convey the goals. This is done by the teacher as a warm-up before delivering the material to students, besides that students can be provoked to convey things that are not yet known and are still related to the material to be delivered. This step is also the first step that a teacher must do before delivering learning material.

Based on the observation, the first step a teacher takes to motivate students is to convey learning objectives. This is also the first step that a teacher must take in either a general school or in a special school.

b. Giving appreciation to students

Giving appreciation is the next step in motivating students. English teachers try to value students learning outcomes both individually and in groups. Following are the results of the interview with Mrs. Siti Muhibatul M., S. Pd. as an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri.

“Yes, the next thing I did to facilitates students’ learning , I always try to give praise, for their work, even though there is something wrong because I think appreciating their work it can make children even more enthusiastic about learning at school, yes as you saw earlier when the representative of the group came forward to read the results of their work I told the children to clap their hands because they had succeeded in completing my assignment, besides that sometimes I also gave prizes to groups whose work was good, because it was able to motivate all groups to be more active during teaching and learning process.” (Interview with Mrs Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

Giving appreciation for each student outcomes is very important. With the appreciation given by teachers or other students, these students can easily understand and want to know more about the subject matter being studied. This is a positive value for the progress of student interest in the teaching and learning process. The same opinion was also conveyed by Mr. Iskafit, S. Pd. as the vice-headmaster of the curriculum at SLB Nurul Ikhsan Ngadiluwih Kediri as follow:

“This section is a step that is often and should be done by all teachers in any school. Because giving appreciation is the same as encouraging these students to study more seriously. For the appreciation system here, we still give appreciation for whatever students results. Why? Because we still want to encourage them to be enthusiastic about learning whatever the result. So even though the students’ work is not quite right, we always appreciate their efforts in learning and justifyn in the right way so that they understand better. As we know, children with special needs are usually more sensitive to small things and take it more seriously.”
(Interview with Mr. Iskafit, S. Pd., Saturday, 8 February, 2020)

Based on the results of the interview above, Mr. Iskafit, S. Pd. said that the step to appreciate student work is one way to encourage students to study even harder. In this school, any work results will be appreciated by the teacher in special schools because some students with special needs are very sensitive to small things and given an understanding of more precise results in the right way too.

The ways of appreciating the teachers at SLB Nurul Ikhsan Ngadiluwih Kediri themselves vary. As the statement from Mrs. Siti Muhibatul M, S. Pd. As an English teacher below:

“The way we appreciate ourselves varies. For example when one of them comes forward to answer a question or present their result, I will ask their other friends to applaud, when I invite them to a group, I will give a small gift to the group with the highest score. By applying this, other students

will be even more enthusiastic about doing their best when studying.”
(Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

From the results of the interview above, there are several ways that Mrs. Siti Muhibatul M., S. Pd. did to give appreciation in class, namely by inviting other students to applaud students who have dared to come forward, and give prizes when group work activities for the group with the highest score encourage all students to study diligently.

From the results of observations made by researchers, giving appreciation is something that must be done by teachers in any school also applied in this school. With any results, the teacher gives appreciation to students and is expected to the motivated students. To give appreciation itself, the teacher does it in various ways. For example, such as giving applause when students come to the front of the class, or giving gifts when doing group work for students with the highest results in the class.

c. Stating Information the Next Material

In the next activity, the teacher must present or provide an overview of the student's discussion topic or competence to be studied at a future meeting. This method needs to be done to guide or direct students in teaching and learning process that are carried out outside of class hours, with the hope that these students can study the material first before being discussed and studied at school. Besides, by conveying topics to be discussed at the next meeting, it is hoped that students will seek information through media and other learning sources to discuss at the meeting.

The last step to motivating students is stating information about the next material. The following are the results of the interview with Mrs. Siti Muhibatul M., S. Pd. As follow:

“The last step to built student motivation is to link or give a little clue about the material that will come by linking it to the material that has been taught today. This can build students’ learning to study material at home first before later being discussed at school by the teacher.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

Based on the above interview results, Mrs. Siti Muhibatul said that the next step to motivate students in the teaching and learning process is to provide information about the material that will be discussed at the next meeting. Besides, Mrs. Siti Muhibatul M., S. Pd. also conveyed the purpose of doing this step, this was based on building student motivation to study the material to be taught first before being studied together at school.

Based on the results of the above observations, conveying information about the material to be discussed further can be done by the teacher to motivate students to be more active in studying outside the school environment. This is the goal of achieving effective teaching and learning activities.

4. Directing the Students to Practice

The next step to facilities the students learning is the teacher directing the students to practice from study groups. Forming study groups is very important in cooperative strategies where student teaching and learning processs can held when study groups have been formed. In addition to helping students form study groups, teachers are also required to be able to guide each study group which later has difficulty understanding the material and doing an assignment. The following are

the results of the interview with Mrs. Siti Muhibatul M., S. Pd. As an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri.

“The next way, I divided the children to form groups. In terms of forming this group, I form the group because I know myself that the children have different conditions, and later they only have to do the assignment with the group, usually, I informing the group depends on the materials, for example, like now the material I formed 2 groups of objects around this, and even then I divided them directly between men and women. Not only forming groups, but I also provide assistance to you, so I can't just stay there even though they study with the group at least in the middle of giving assignments I ask them whether there are any difficulties, then if there is one group that is having trouble I will provide guidance briefing.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

From the results of the interview above, it can be concluded that the next way to facilitate the students learning is the teacher directing the students to practice form study groups for intellectual-disability children, and the division of these study groups also depends on the material to be taught by the English teacher. In this research, the material taught is quite a bit. Then, after the teacher makes groups that have been formed earlier. In this study, the English teacher gave group assignment to these intellectual-disability children and was asked to name the things around them and they were often found.

Besides, group representatives will be asked to come forward to present the results of their study group and write them in the correct spelling on the blackboard. Not only giving an assignment, from the results of observations made by research at SLB Nurul Ikhsan Ngadiluwih Kediri the English teacher also helps and guides study groups who have difficulty doing an assignment and understanding the material.

5. Paying Attention to Students Readiness to Study

Students' readiness is the initial condition of a teaching and learning process that makes students ready to respond or answer students in achieving certain teaching goals. Students' readiness is very influential on the learning outcomes obtained by students.

The teaching and learning process needs to be based on the readiness and enthusiasm of the student. Student readiness is one of the learning principles that greatly influence student outcomes. Therefore, teachers need to help develop students' readiness and foster students' enthusiasm for the teaching and the learning process.

Before starting the teaching and learning process, the teacher also must pay attention to the readiness of students. In this case, the school has its way of making students with special needs including intellectual-disability children so that they are always ready to follow the teaching and learning process. From observations made by researchers, there are several ways carried out by the SLB Nurul Ikhsan Ngadiluwih Kediri so that the students are ready to participate in the teaching and learning process. It starts when students come, they are welcomed by the teachers who have come and then they listen to Islamic music such as Sholawat and so on to make their hearts in order and ready to accept the subject matter. The following are the results of the interview with Mr. Iskafit, S. Pd. as the vice-headmaster of the curriculum of the SLB Nurul Ikhsan Ngadiluwih Kediri:

“In the teaching and learning process, we also have to look at the readiness of the children to learn, because when children are not ready to

take part in learning, the material that we will convey will not be well received by them, it is a must for us to give them a sense of comfort since they come to school by welcoming them well, giving them motivation, and giving praise to those who come to school not being late. Besides, every morning before entering class we listen to them Islamic music to be able to touch their hearts so that they are organized and have the readiness to take part in the learning process, maybe that's the effort we do to prepare students before joining learning..” (Interview with Mr. Iskafit, S. Pd., Saturday, 8 February 2020)

From the results of the interview above, it can be seen that in preparing students to really be ready to take part in the teaching and learning process, the SLB Nurul Ikhsan Ngadiluwih Kediri has several ways including welcoming students who come to school, and students being hear Islamic music.

As an English teacher, Mrs. Siti Muhibatul M, S. Pd., also pays attention to students' readiness. In this process there are also various ways to do activities, as follows:

“Students' own readiness to learn is very important. In addition to creating effective teaching and learning process, students' readiness is very influential for the results students will get. In this school itself, there are many ways to manage student readiness. For example, before starting lessons, each student must clean the class, do class pickets, prepare the media and writing tools used, and before I explain the material at the meeting, I usually repeat a little of the previous material, and ask them questions that are still related. with the previous material. After I thought they were active, I continued with the material I discussed that day. More or less.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

Based on the results of the interview above, several ways are done to regulate students' readiness, namely by preparing the conditions of the classroom environment, preparing the media and writing tools to be used, and training student concentration by repeating the previous material.

Based on the results of the above observations, we can conclude that paying attention to student readiness greatly affects student outcomes. Like the little things that were done by teachers at SLB Nurul Iksan Ngadiluwih Kediri before starting lessons, namely, playing Islamic songs through a loudspeaker, this is expected to open their hearts and minds to be ready to receive lessons. Besides, by preparing the cleanliness of the class, preparing the media and writing instruments to be used and training student concentration by repeating the material that was taught in the previous meeting before discussing the next material are some of the ways that classroom teachers pay attention to student readiness in learning.

6. Evaluating Students' Outcomes

In this case, evaluation is a process of measuring and assessing as a follow-up effort to determine the success or failure of the teaching and learning process or it can also be interpreted as a process of gathering and interpreting information to assess decisions made in designing a teaching system at a level or certain educational institutions and evaluation is also a process to find out or test whether a process of teaching and learning process is following predetermined goals or criteria.

In the teaching and learning process, evaluation of students' outcomes is very important, where it is to knowing the students' competency of how well students understand the material being taught. In a cooperative strategy, the evaluation of students outcomes can be identified through the results of the study group carried out by students. Besides that, it can also be taken from how actively

students participate in the study group. Following the results of the interview with Mrs. Siti Muhibatul M., S. Pd. As an English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri.

“for the evaluation process itself, we do it in stages as usual in schools. For the first one with an unwritten evaluation, namely at every meeting, at the end of the lesson before the activity is closed, I will do a quiz with questions related to the material I have provided. Then in the middle of the semester, there will be a mid-semester test, and followed by a final test at the end of each semester.” (Interview with Mrs. Siti Muhibatul M., S. Pd., Saturday, 8 February 2020)

Based on the results of the interview, Mrs. Siti Muhibatul M, S. Pd. said that the evaluation carried out was almost the same as that in her general school. Namely by evaluating each teaching and learning process ended, in the middle of the semester, and at the end of the semester.

The same thing regarding learning evaluation was also conveyed by Mr. Iskafit, S. Pd. as follows:

“In the evaluation process, there are two ways we do it. Namely written and unwritten. When is the test done? The written test is carried out on the midterm and end of semester exams. As for the unwritten test, which is an oral test, which is usually carried out by the class teacher after each end of the teaching and learning process using quizzes or simple oral questions related to the material that has been delivered by the teacher on that day.” (Interview with Mr. Iskafit, S. Pd., Saturday, 8 February 2020)

From the results of the interview above, Mr. Iskafit, S. Pd. explained the methods used to evaluate students, namely written and unwritten. For the written test, it is carried out every mid-semester and at the end of the semester. Meanwhile, an unwritten evaluation is carried out at the end of each lesson by doing a quiz.

Based on the results of these observations, the evaluation conducted at SLB Nurul Ikhsan Ngadiluwih Kediri is the same as the evaluation conducted in public schools. Namely an implementation of the evaluation at the end of the lesson, mid-semester, and at the end of the semester. The method chosen was also the same, namely the written and unwritten methods. This is done to measure student competence in terms of mastery the material.

B. Finding

Based on the data presentation it was found that in facilitating the students' learning at SLB Nurul Ikhsan Ngadiluwih Kediri the teacher employed several various attractive activities as follows:

1. Making Lesson Plan
2. Providing a Teaching Strategy
3. Motivating Students

Several ways that carried out by the teacher to motivate their students :

- a. Conveying goals
 - b. Giving appreciation to students
 - c. Stating information about the next material
4. Directing the Students to Practice
 5. Paying Attention to Students' Readiness to Study
 6. Evaluating Students' Outcomes

