

CHAPTER V

DISCUSSION

Based on the data presentation, the researcher discusses the finding of research. The discussion contains about the activity carried out by the teacher to facilitate the children with special needs (Intellectual-disability) at SLB Nurul Ikhsan Ngadiuwih Kediri. In the discussion section, the researcher tried to make description of the research finding with the relevant references.

1. Making Lesson Plan

In the previous chapter, it was mentioned that making a lesson plan was the first activity in facilitating the students' learning. By making a lesson plan the teacher had clear activities. In addition, it gives a positive contribution for both teacher and student. For the teacher making a lesson plan is useful to them in directing the students covering the material and also the strategy used in facilitating the students. Meanwhile, for all the students, a lesson plan is important to know that competency they can get during the teaching and learning process.

This finding is in line with Brown (2001) statement that the successful teaching and learning process is influenced by the lesson plan. He, further, stated that in designing a lesson plan, teachers should be know with the curriculum, recognize students' language needs, decide the terminal objectives, and purposes of the lesson, choose suitable methodology and techniques cautiously, decide

suitable exercise, etc. Thus, lesson plan direct the teaching and learning process to achieve the pre-determined teaching objectives.

2. Providing Teaching Strategy

Based on the results of the interview and observations of the strategies used by the English teacher at SLB Nurul Ikhsan Ngadiluwih Kediri, it's used cooperative strategies in which several groups would be formed and each group got an assignment from the teacher. 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. The application of this strategy aimed to make students able to interacted and accepted 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 both in school and outside of school.

The above statement is similar to an expert opinion stated that a Cooperative strategy as the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson and Holubec, 1993:6). Thus, a cooperative is an appropriate strategy that used of study group during the teaching and learning process.

3. Motivating Students

The next way that the teacher carried out to facilitate the students' learning is motivating students. In this way, the teacher practiced several activities such as conveying goals, giving appreciation to students, and stating information about the next material that was described as follows:

a. Conveying Goals

Based on the results of interview and observations, to facilitate students' English learning at SLB Nurul Ikhsan Ngadiluwih Kediri, the first step is that the teacher conveyed the goals to be carried out, after which the teacher motivated intellectual-disability children to always be enthusiastic in participating in teaching and learning process, and then the teacher provided information about a little description of the English material in the study form of mentioning things around us material.

The above statement is similar to the opinion which stated that the material explanation step is defined as the delivery of subject matter before students learn in groups. The main goal in this step is students' understanding of the subject matter. At this step the teacher can use the lecture, brainstorming, and question and answer method, even if necessarily demonstrate can be used (Sanjaya, 2013: 73). So, conveying goals is necessary conducted before teaching and learning process to motivate students' learning

b. Giving appreciation to Students

From the results of interviews and observations at SLB Nurul Ikhsan Ngadiluwih Kediri, it can be seen that the next way taken by English teacher is in motivating students for intellectual-disability children by giving appreciation to the learning outcomes of children, individually and in groups.

The awarding of English teacher for learning outcomes of intellectual-disability children can be seen when group representative come forward to read the results of their study group, the teacher asked other intellectual-disability

children to clap their hands to appreciate the childrens' work, besides that the English teacher also provided rewards or prizes for groups whose work is good it aimed to motivate all groups to be more active and participating in teaching and learning process.

This statement supported by an opinion stated that team recognition is the determination of the team that is considered the most prominent or the most accomplished team to be appreciated an award or prize. Recognition and awards are expected to motivate the team to continue achieving and also motivate other teams to be better able to improve their achievements (Sanjaya, 2013: 313). So, giving appreciation is influenced by their achievement and can motivate the students.

c. Stating information the Next Material

Based on the results of interviews and observations, the next way taken by the teacher to motivate students in the teaching and learning process is by stating information about the next material. The aim of the teacher to do stating information the next material, it was based on building students motivation to study the material to be taught first before being studied together at school.

The above statement is similar to an opinion from Sani (2013) states that informing learning activities for the next meeting is carried out to strengthen students' mastery of knowledge. Thus, to improve students' mastery, stating information the next material must be applied in the teaching and learning process.

4. Directing the Students to Practice

The next way that the teacher taken to facilitate students' learning is by directing the students to practice by organized students to form study groups. In addition to forming study groups, teachers are also required to be able to guided children in each group who have difficulties in doing an assignment and understanding the material.

Henceforth, these Intellectual-disability students can learned with their through an assignment that have been given by the English teacher, for example in the mention things around us material, each group looks examples of things around us, then after formed a study group and assigned assignments by the teacher, the English teacher in SLB Nurul Ikhsan Ngadiluwih Kediri also participated to guided groups and also students who had difficulty doing assignments and understanding the material being taught.

This is in line with an opinion, which states that the teacher explains an overview of the subject matter, then the students are asked to study in their group that has been previously formed, the grouping in the learning strategies is heterogeneous (Sanjaya, 2013: 312).It can be seen that English teachers also applied this way to facilitating students learning, where the teacher formed study groups explained the task for the group again, and if there are groups that experienced difficulties the teacher is required able to guide the group.

5. Paying Attention to Students Readiness to Study

Paying attention to students' readiness is a very important thing that must be done before carrying out the teaching and learning process. Based on the

results of interviews and observations about the steps taken by the teacher to facilitate the students' teaching and learning process at SLB Nurul Ikhsan Ngadiluwih Kediri, the next step taken by the teacher is to pay attention to student readiness.

Paying attention to student learning readiness greatly affected students learning outcomes. Like the little things that were done by the teacher at SLB Nurul Ikhsan 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 tools to be used and training students' 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 students readiness in learning.

The above statement is similar to an opinion from Khotimah (2012) stated that the readiness to learn to have a significant effect on student learning outcomes. Thus, the students' readiness is very important, because it has significant effect on students outcomes.

6. Evaluating Students' Outcomes

Evaluating students' outcomes are an important step in the teaching and learning process, therefore every time after doing teaching and learning process the teacher always evaluated student learning outcomes. The evaluation of student outcomes is obtained through the results of the study group and scores of each group member must be the same unless the teacher also takes individual

assessments. Based on the results of observation and interviews at SLB Nurul Ikhsan Ngadiluwih Kediri, it can be seen that in evaluating the outcomes of intellectual-disability children, the teacher assesses from two method, 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 the semester.

The English teacher evaluation of the learning outcomes of intellectual-disability children can be done by asking one of the group representatives to come forward to read the results of their study group, besides that the English teacher also evaluates the individual learning outcomes of children with practical methods as known in the research of several students asked to come forward to write a thing on the white board to find out how far the children understood the material being taught and also how fluent the children were in writing English word.

Evaluation is carried out to determine the effectiveness of the learning carried out and to find out whether the objectives formulated can be achieved by students through learning. (Mulyasa, 1020: 88) Evaluating activities carried out by the teacher, namely by giving questions orally and in writing. So, evaluation activities conducted in this school are in line with the expert statement.