

CHAPTER IV

RESEARCH FINDING

This chapter discusses the findings result of the study. It covers data finding that related to the formulation of the research.

A. Data Finding

Data finding are the data found during the observation, interview and documentation which appropriate with the formulation of research question. Based on interview of headmaster on 17 may 2017, there are three classes of inclusive class in eighth grade, they are full inclusive class, therapist class, and accompanied class.

Based on interview of headmaster 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

There are six students with special need who study in eighth grade of SMP Islam Al Azhaar Tulungagung. Here was the more detailed explanation about the finding.

1. The lesson plan of the eighth grade on teaching English

Based on the interview of headmaster, teacher, inclusive teacher on April 17, May 8, and May 17 2017. The researcher found some differences of lesson Plan during doing observation. Here was more explanation of lesson plan in each class:

a. Full inclusive class

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 refer 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 AA and LL. The students with special need who study in the full inclusive class are categorized Autism, the kind of autism are “AA” include asperger’s syndrome because there does not have problem in his language while “LL” include rett syndrome because she does not have problem in her language.

The lesson plan was gotten by the researcher during doing observation on 16 May 2017 for full inclusive class is the same with regular class which used 2013 curriculum as reference. There is no difference of lesson plan for students with special need with the normal students in the class, so the students with special need have to adapt all materials as the normal students.

It was supported by the result of interview of teacher, the teacher said that the lesson plan is the same with normal students, so the students with special need have to follow the lesson plan.

Based on the observation on 16 May, the researcher got the lesson plan about attention, the time for finishing the material was 2 x 40 minutes, in this lesson plan there were five subs of lesson plan, they were core competence, basic competence, the step of teaching, and scoring.

In the core competent, there are four core competence, they are:

1	KI 1	respect and be convince the religion
2	KI 2	respect the honest behavior, discipline, responsible, care (tolerant, corporate), well behaved, optimist, in interacting actively with social environment and the nature
3	KI 3	understanding the knowledge (Factual, conceptual, and procedural) based on the knowledge, technology, art, culture which concerned the phenomenon and can be seen by eye
4	KI 4	trying, processing, and display concretely (applying, apart, arrangement, modify, and made) and the abstract (writing, reading, counting, and drawing) suited with the lesson which had be learnt in the school and another resource.

In the base competent and indicator, there are four basic competences and indicators, they are:

Number	Basic competence	Indicator
1.	1.1 Learn English as international communication	show the high spirit of study
2.	<p>2.1 Showing the honest attitude, discipline, optimist, and responsible in transactional communication with teacher and friend</p> <p>2.2 Applying text structure and audiolingual to do the social function from expression of asking the attention, checking the understanding, respect the good work, and asking and expressing the opinion, also the</p>	Care, honest, discipline, optimist, and responsible in communication

	response that suited with the context.	
3.	<p>Sub of basic competence</p> <p>3.1.1 Applying text structure and audiolingual to do the social function from expression of asking the attention, checking the understanding, respect the good work, and asking and expressing the opinion, also the response that suited with the context.</p> <p>Arrange simple spoken text to speak and respond the expression of asking the attention, checking the understanding, respect the good work, and asking and expressing the opinion, also</p>	<p>3.1.1 The students will know the expression of asking the attention</p> <p>3.1.2 The students will able to speak the expression of attention</p> <p>3.1.3 Identify the social function in asking the attention and respond</p> <p>3.1.4 Identify the structure of text in asking the attention and the respond</p>

	the response that suited with the context.	
4.	Sub of basic competence 4.1.1 Arrange the simple spoken text to express and respond the expression of attention and also the respond that suited with the context.	4.1.1 Arrange the expression includes the expression of attention 4.1.2 Practice the expression of asking attention in front of class

The are two functions of the material of lesson plan, they are social function and text structure. In the social function, the student would be expected to communicate interpersonally with teacher and students, while in the text structure the students asked to memorize without explain the structure of language like excuse me; attention, please; yes alright. The material concluded vocabulary about adjective, the grammar about the using of it, they, these, those, that, this.

The material of full inclusive class was on the book and there was remedial task for students who get under score. The example of material are:

Dialogue 1

Indah : Hi guys!,

Aklis : Hi!

Indah : May I have your attention please?

Aklis : Ok

Indah : Tomorrow is my birthday, I hope you will come to my birthday party ... will you?

Aklis : Yes, I will

Indah : Ok guys, thank you for your nice attention.. see you tomorrow!

The question:

1. What does Indah say to get Aklis attention?
2. What does information that Indah said to Aklis?
3. Who does ask for attention from Anita?
4. What does Mrs. Lina say to get Anita attention?
5. What will they do tomorrow?

The students asked to observed the dialogue then answer the question.

The steps of teaching were:

a. Opening (15 minutes)

The students pray first before the lesson was started, after that the teacher checked the attendant list and give some information about the material which will be studied

b. Activity (50 minutes)

o Observing

Students asked to open the text book “When English Rings a Bell”, then asked the students to observe and read the text.

o Questioning

With guided by teacher, the students asked to write some questions about the material about attention.

o Collect the data

The students try to answer the question with their pair about the dialogue, social function, and structure.

o Analysis the data or information

After collecting the data, the teacher divided the students into 5 groups which each group contained of five people. Then teacher asked to make some expressions of asking the attention and the respond based on the picture that they got.

- Communicating

Every group had to choose one student of group to present the result and another group had to listen, after that the students would get strengthen by the teacher about the content, social function, structure)

- Creating

The students asked to arrange the dialogue based on the picture that had been delivered by the teacher.

- c. Closing (15 minutes)

The teacher made conclusion about the material that had been learned and gave task to the students about the attention.

There were three aspects in scoring the material, the first about the spiritual attitude and social, the second about knowledge, the third about the skill. We can see in the appendix page to know the scoring rubric.

- b. Therapist class**

Therapist class is small class which includes two or three students who study in the class. In this class, the students with special need are given some therapists from inclusive teacher, because their mind and attitude are

not control yet by them, so they have to do therapy to control their mind and also their attitude.

It is supported by the result of observation on 17 May 2017 that there are two students who studied in the class, and one student guided by one inclusive teacher.

There are two students with special need in therapist class, they are “UD” and “RZ” they are include in childhood distintegrative disorder. Based on the observation “RZ” can not speak well. In this class every inclusive teacher handles one student with special need to do therapy and also teach them.

Based on the result of interview of headmaster, the curriculum that used in the therapist class is omission curriculum, it means the teacher makes the own curriculum is suited with the ability of students.

Actually, there is not lesson plan for English lesson in therapist class because the ability can not receive it. It was supported by the interview of inclusive teacher who teaches in the therapist class, he said that there is not English lesson, because their mind cannot receive yet to study English, it focused on the memorizing of the prayer, and English just as interlude. So English lesson just as interlude and the material of English is very simple like teaching students in kindergarten, it is called as “ABA method”.

The example of curriculum was gotten by the researcher during observation on 17 May 2017. We can see the program on the table below:

Program	Activity
eye contact	3 until 5 second
imitating toward thing	pushing the car comb the hair
identify the body	Head stomach
simple instruction	use the hat open the bottle
identify the shape	Circle square
identify the color	Red Yellow
identify the fruit	Apple Pineapple
identify the number	1 2
identify latter	A B C

identify the name of animal	Ant cat
imitating the hard skill	Applause Raise the hand.

From this curriculum, we can see that the content curriculum is very simple, because the ability of students special need who study in this class are lowest than another class.

c. The accompanied class

Based on interview of inclusive teacher on 8, 13 May 2017, the researcher found that the accompanied class is small class which contains two or three students with special need. In this class, the students with special need have to be accompanied by inclusive teacher in every lesson, the inclusive teacher always sit beside them in every lesson that called as “shadow”. So, when the students with special need do not understand or confused with the lesson, they can ask the inclusive teacher directly. There are two students with special need in this class, they are “VK” and “RL” include Autistic disorder.

The curriculum that used in the class are substitution curriculum is take the part of regular curriculum, then develop the curriculum and modification curriculum is take the part of regular curriculum, then

modify the curriculum. All of curriculums in this class are suited with the ability of students, and the curriculum that used in this class refers to 2013 curriculum.

The lesson plan for class which has inclusive teacher who accompanied is the same with regular class which refer 2013 curriculum as reference, but the material in the class which has inclusive teacher was modified by the teacher and the steps in teaching and learning process the students always guided by the inclusive teacher and the English teacher.

It is supported by the result of interview of inclusive teacher, she said that the lesson plan is same with regular class, the teacher make lesson plan by their selves for accompanied class which focused on the attitude in the school and in the home usually called as PPI.

The lesson plan was gotten by the researcher based on the observation on 17 May 2017, the material of the lesson was about description of person, thing and animal, the time for finished the material was 2 x 40 minutes, in this lesson plan there was five sub of lesson plan, they were core competence, basic competence, the step of teaching, and scoring.

In the core competence, there were four core competences, they were:

1	KI 1	respect and be convince the religion
2	KI 2	the honest behavior, discipline, responsible, care (tolerant, corporate), well behaved, optimist, in interacting actively with social environment and the nature
3	KI 3	understanding the knowledge (Factual, conceptual, and procedural) based on the knowledge, technology, art, culture which concerned the phenomenon and can be seen by eye
4	KI 4	trying, processing, and display concretely (applying, apart, arrangement, modify, and made) and the abstract (writing, reading, counting, and drawing) suited with the lesson which had be learnt in the school and another resource.

From these, we can see that the core competence is same with the core competence of full inclusive class.

In the basic competence and indicator, there were four basic competence and indicator, they were:

Number	Basic competence	Indicator
1.	1.1 Learn English as international communication	show the high spirit of study
2.	2.2 show the high spirit of study 2.3 Showing the honest attitude, corporation, and responsible in functional communication with teacher and friend	2.2.1 the students be able to finished the task early 2.2.2 the students can corporation with friend 2.2.3 students want to receive the idea or opinion from their friend
3.	3.7 understand the social function and text structure to express and ask about the characteristic of people, animal and thing that suited with	3.7.1 Mention the things which find in the picture with inclusive teacher 3.7.2 Make simple sentence based on the picture correctly 3.7.3 Mention adjective and

	the context.	verb which suited with the picture
4.	4.8 Arrange the spoken descriptive and text based on the social function and text structure.	4.8.1 Write the simple sentence based on the activity of picture 4.8.2 Explain the characteristic of people, animal, and thing simply 4.8.3 Showing the condition that suited with the picture

There are two functions of the material of lesson plan, they are social function and text structure. In the social function, the student would be expected to identify and describe people, animal and thing. In the text structure the teacher teach about how the difference of using pronoun among people, animal and thing.

The material was made or modified by the teacher in the class which has inclusive teacher who accompanied. The example of material was:

My Mother

I have

she is very

She usually in the kitchen

Every morning she always prepares some and

On the table.

The students asked to write the suited word in the blank sentence.

The second example about listening skill, the teacher read the material for listening skill, the example:



It has Big ears. It has soft fur. It usually jump to another place.

What's it ?

The steps of teaching are:

a. Opening (10 minutes)

The students pray first before the lesson was started, after that the teacher checked the attendant list and give some information about the material which will be studied. Giving motivation to the students

b. Activity

- Observing (10 minutes)

Students asked to open the text book “When English Rings a Bell”, then asked the students to observe and read the text with the inclusive teacher.

- Questioning (10 minutes)

With guided by teacher, the students asked to write some questions about the material about the picture.

- Experimenting (20 minutes)

Students try to observe and mention the characteristic of picture. After that the teacher showed the result of observing to the teacher.

- Associating

Students compare the word about which one the adjective and verb, after that the students compare the difference of picture.

- Communicating

The students present the results of work in front of class.

- c. Closing (10 minutes)

The teacher made conclusion about the material that had been learned and gave task to the students about the attention.

There were three aspects in scoring the material, the first about the spiritual attitude and social, the second about knowledge, the

third about the skill. We can see in the appendix to know the scoring rubric.

From these cases we can see the different lesson plan for each class. To get more information, we can see the table below:

Class Category	Full inclusive class	Therapist class	Accompanied class
Time	2x40 minutes	-	2x40 minutes
Core competence	Same	-	Same
Base Competence & Indicator	Same	-	Same
The material	<ul style="list-style-type: none"> - The teacher used The material in the book - More difficult than another class - There is remedial 	The English just as interlude lesson	<ul style="list-style-type: none"> - The material is made by the teacher - The material is easier than full inclusive class - There is no remedial

The steps in teaching	<ul style="list-style-type: none"> - Opening (15 minutes) - Activity (50 Minutes) guided by teacher a. Observing b. Questioning c. Collect the data d. Associating e. Communicating f. Creating - Closing (15 minutes) 	-	<ul style="list-style-type: none"> - Opening (10 minutes) - Activity guided by teacher and inclusive teacher a. Observing (10 minutes) b. Questioning (10 minutes) c. Experimenting (20 minutes) d. Associating (10 minutes) e. Communicating (20 minutes) - Closing (10 minutes)
Scoring	Same	-	same

Based on the finding above we know that the difference lesson among the class. The difference of lesson plan in each class was the first on the steps in

teaching which in full inclusive class, there was not inclusive teacher to give guide to students with special need in teaching learning process, while in the class which has inclusive teacher the student with special need always guided by the inclusive teacher who sit in beside them. The second difference was on the material which in the class which has inclusive teacher there was modification of material.

2. The difference in treating between normal students and students with special need done by the teacher

a. Full inclusive class

Based on interview of teacher on 10 May 2017 and observation in the class on 15, 19 May 2017, the researcher found some treatment done by teacher in the class. In this class the students with special need are gathered with normal students in a class.

Based on interview of teacher, the treatment for students with special need are given praise for students with special need in the class when the students with special need be able to answer or doing what the teacher wants or ask to them. Beside it, if the students with special need do not understand what the teacher said or ask to them, they will ask to the teacher automatically.

Based on observation of researcher, the researcher found some treatments done by the teacher in the class, they are: the first, when the

students with special need do not understand about the material or the instruction of teacher, they will ask the teacher automatically without ignore the friends, because there is not inclusive teacher who accompanied in the class. The second, the teacher does not give notice for them when the teacher ask to them and they cannot answer the question, it is so different in treating done by teacher to normal student when the normal students cannot answer the question, the teacher always try the normal student that they can answer the question them.

In addition, the treatment done by teacher in the class based on observation is the students with special need who can answer the question correctly, the teacher give praise for them like “Good answer” and “Students, we can model him”, the students with special need fell happy when receive the praise from the teacher. The students with special need do different from the normal students like walk out of class, so the teacher call them to sit down.

b. Therapist class

Based on interview of therapist teacher on 17 May 2017 and observation on 17, 20 May 2017 that in the therapist class was not English lesson in this class, the English lesson just as interlude in the class like the teacher showed the picture about the animal or another picture, so the

researcher found the treatment in another lesson. In the therapist class, the students with special need have shorter time than the regular class and class which has inclusive teacher who accompanied, the students with special need do therapy about 90 minutes.

The treatment was found by the researcher were: the first, the students with special need were facilitated inclusive teacher, so one student with special need would be teach by one inclusive teacher, the second the students with special need who study in this class were facilitated pillow to take a rest in the class, they were given time to rest after done or answer the question or task in every lesson because their mind were weak, so they had to take rest to get the concentration. The students with special need would be gathered with normal students only on praying and eating.

c. Accompanied Class

Based on interview on 8 May 2017 and observation on 17, 20 May 2017 that there were three treatments in the class which has inclusive teacher who accompanied, they are: the first, the students with special need would get praise when they can do or answer what the teacher said or asked to them, the second they got inclusive teacher who accompanied them in every lesson and the inclusive teacher always sat beside them, the third the students with special need got shorter time than regular class or full inclusive class

which in this class in a day would get three lesson, so they would go home early.

In addition, the accompanied class just had one teacher in every lesson like in elementary school, because the level of material was for beginner. The students with special need who study in this class would be gathered with normal student only on praying and eating.

From these, we can see the differences of treatment done by the teacher in the table below:

Class	The treatment	The description
Full inclusive class	<ul style="list-style-type: none"> - Giving praise - Giving spoken notice - Do not force 	<ul style="list-style-type: none"> - Giving praise When students with special need do like what the teacher ask and they can do right, so the teacher give praise for them - Giving spoken notice, when the students with special need do different activity, so the teacher say “sit down please” - Another treatment to the students with special need are when they do not do like what the teacher said to give one example of

		<p>material, the teacher do not force them and then choose another student. It difference with normal student, when the normal students cannot answer the question automatically the teacher force them to answer the question.</p>
Therapist class	<ul style="list-style-type: none"> - Facilitate inclusive teacher - Facilitate pillow - Facilitate rest time in every lesson 	<ul style="list-style-type: none"> - The school facilitated the inclusive teacher to teach them in every lesson, so one student with special need would be teach one inclusive teacher - Giving pillow for them when they take rest - treatment were the student give rest time when they have done the task, giving shorter time because their concentration still weak
The accompanied class	<ul style="list-style-type: none"> - Giving praise - Rest time 	<ul style="list-style-type: none"> - Giving praise, the teacher give praise when the students with special need can do like what the teacher ask to them - Giving rest time, the

		<p>teacher give rest time when the student have done the task</p> <ul style="list-style-type: none"> - The teacher in every lesson is same. So, like teaching and learning in elementary school. There is inclusive teacher beside the students with special need in every lesson
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3. The assessment at English class

Based on interview with regular teacher and inclusive teacher on 8,13, 17 May 2017 and observation on 16, 17 May 2017 that has been done by the researcher. The researcher found some differences in every class.

a. Full Inclusive class

In the full inclusive class used curriculum 2013, so the assessment was alternative assessment. There were type of alternative assessment used in the full inclusive class, they were:

- Oral interview

The teacher asked to the students about the material had been learned yesterday and given question about the material in front of class.

Based on the observation, the students with special need who study in the full inclusive class could answer the question from the teacher.

- Story or text retelling

The teacher asked to the students to make a group which each group contain of five students, every group were gave two text about narrative text, after that every group were asked to discuss the narrative text, then the teacher asked to one of student of group to come forward in front of class to retell what have been read.

- Writing sample

The teacher gave the students to write the description of their home.

- Portfolio

The tasks of student were collected to the teacher, the purpose for teacher was to know the progress of the student.

b. The therapist class

There was not English lesson in the therapist class, so the researcher found some assessments. The assessments were modification assessment, modification assessment is modify the assessment based on the ability of the students with special need, the assessment for students with special need were focused to the physical assessment like sweep the floor, push

up, the purpose to make them be responsible people, and students with special need had to memorize some prayers.

c. Accompanied class

The assessment of this class used curriculum 2013, so the assessment was alternative assessment but the level of difficulties was easier than regular class or full inclusive class. The assessments were:

- Oral interview

The teacher asked to the students to answer the question about the material.

- Writing sample

The students were asked to write some sentence or describe in two or three sentence about the picture

- Portfolio

The students were asked to collect their task to teacher, the purpose for teacher was to know the progress of students.

From these, we can see the differences of assessment in each class in the table below:

Class	The Assessment	The Description
Full inclusive	Using Alternative assessment	Use curriculum 2013, the assessment are: <ul style="list-style-type: none"> <li data-bbox="1084 743 1321 779">- Oral interview <li data-bbox="1084 821 1382 1142">When the teacher ask the question to the student in front of class about the material <li data-bbox="1084 1184 1300 1293">- Story or text retelling <li data-bbox="1084 1335 1398 1656">Students are divided into group and then retell what they read together with their group <li data-bbox="1084 1698 1349 1734">- Writing samples <li data-bbox="1084 1776 1398 1812">The teacher give the

		<p>students a writing task</p> <ul style="list-style-type: none"> - Portfolio <p>Students are gave some assignment before they do final examination</p>
Therapist class	Modification Assessment	<p>There is no English subject in this class, so the researcher contain the assessment generally, they are:</p> <ul style="list-style-type: none"> - Focused on the activity of student like sweep the floor - Memorize the prayer <p>And try to write it</p> <p>The assessment of therapist class is so different with</p>

		<p>another class</p> <p>because the ability of students with special need are weak</p>
The Accompanied class	Using alternative assessment but it is modified by the teacher	<p>This class use curriculum 2013 but the content is modified by the teacher, the assessments are:</p> <ul style="list-style-type: none"> - Oral interview <p>The teacher ask to the student when explain or try to make student memorize the material that have been learned yesterday</p> <ul style="list-style-type: none"> - Writing sample <p>Students are asked</p>

		<p>to write some sentence</p> <p>- Portfolio</p> <p>The students do some task in paper</p>
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