

CHAPTER V

DISSCUSSION

This chapter presents the discussion of the result on the research. The discussion is given based on the presented research finding covering the practices of inclusive education which include the lesson plan, the treating is done by the teacher in the class, and the assessment.

Based on the results of the finding can be concluded that inclusive education is not always gathering the students with special need with normal students in the class, but there are some classification classes for students with special need, it depends on the ability of them. It suited with Hue Lan Wang (2009) Inclusive schools are established primarily for improving the special children's learning and development. Specifically, inclusion aims to benefit special children through improvements in their learning outcomes, including their social skills, academic achievement and personal development.

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

There are three classes of inclusive class in eighth grade, they are full inclusive class, therapist class, and class which has inclusive teacher who accompanied. The level of disabilities in the SMP Islam Al Azhaar Tulungagung was autism, according to National Dissemination Center for Children with Dissabilities (2009:3) Autism 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 lesson plan in each classes of inclusive class:

a. Full inclusive class

Based on the result of finding, full inclusive class is the student with special need is gathered to study in the class with normal student. There are two students with special need in the full inclusive class, AA and LL. The students with special need who study in the full inclusive class are autism, the kind of autism are "AA" include asperger's syndrome while "LL" include rett syndrome.

Based on the observation, the students "AA" include asperger's syndrome because he was able to follow the lesson in the class with normal student and did not have problem in language. According to National Dissemination Center for Children with Dissabilities (2009:3) asperger's syndrome is these children do not have a problem with language. In fact, they tend to score in the average or above-average range on intellegence test.

The students "LL" she was the only female girl who include in the autism, the kind of the autism was rett syndrome. According to National Dissemination Center for Children with Dissabilities (2009:3) Children with rett syndrome, primarily girls, starts developing normally but then begin losing their communication and social skills. Beginning at the age of 1 to 4 years,

repetitive hand movements replace purposeful use of the hands. Children with rett syndrome are usually severely cognitively impaired.

Based on the finding, full inclusive class used duplicate curriculum that refer to curriculum 2013, duplicate curriculum is do not make curriculum but duplicate the regular curriculum to inclusive curriculum, so the curriculum duplicate the curriculum 2013 without make by themselves.

The lesson plan used in the full inclusive class was same with the regular class which used curriculum 2013. So, there is not difference lesson plan between students with special need and the normal student. The content of lesson plan in the full inclusive class was 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.

The students with special need who studied in the full inclusive class have to follow what the normal students get in the class, although they will get the exceptional in treating done by the teacher.

b. Therapist class

Based on the finding, 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 themselves, so they have to do therapist to control their mind and also their attitude.

There are two students with special need in therapist class, they are “UD” and “RZ” based on the observation “RZ” cannot speak yet, they were include in childhood distintegrative disorder, because they have problem in language and difficult to be asked communicate. So, they have to therapy. It suited with. According to National Dissemination Center for Children with Dissabilities (2009:3) childhood distintegrative disorder is the children develop normally for at least two years and then lose some or most of their communication and social skill. This is an extremely rare disorder and its existence as separate condition is a matter of debate among many mental health professionals.

In this class for students special need who have the lowest level than full inclusive and class which has inclusive teacher, every inclusive teacher handle one of students with special need to therapist and also to teach them.

Based on the finding, there was not English lesson in the therapist class. The English just as interlude lesson, because the students with special need who studied in the therapist class have to do the therapy and focused on the hard skill like push up, sweep.

In therapist class used omission curriculum, it is make all of component curriculum for students who have lowest level, because in the

therapist class has lowest level of autism, so the teacher make the curriculum by themselves that suited with the ability of students. The teacher used ABA method, it is like make small paper then the paper contain of picture and letter, the example like the picture of paper is cow then give know them that this is cow.

c. Accompanied Class

The accompanied class teacher is small class which contains two or three student with special need. In this class, the students with special need have to be accompanied by inclusive in every lesson, the inclusive teacher always sit beside them in every lesson who called as “shadow”.

There are two students with special need in this class, they are “VK” and “RL” include Autistic disorder. The students with special need who studied in this class have lower level than students with special need who study in the full inclusive class. The students with special need who studied in this class include autistic disorder because they have problem in language and they have lower mind than students who study in the full inclusive class, but they can be asked to communicate and need guide by inclusive teacher in learning and teaching process.

It suited with National Dissemination Center for Children with Dissabilities (2009:3) Autistic disorder is what most people think of when

they hear the word “autism”. It refers to problems with social interactions, communication, and imaginative play in children younger than 3 years.

The curriculum that used in the accompanied class are substitution curriculum is the curriculum that takes the part of regular curriculum, then develop the curriculum and modification curriculum is the curriculum that takes the part of regular curriculum, then modify the curriculum. All of curriculums in this class are suited with ability of students, and the curriculum that used in this class refers to curriculum 2013.

The lesson plan for class which has inclusive teacher who accompanied is same with regular class which used curriculum 2013 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.

The content of lesson plan was the material 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 subs of lesson plan, they were core competent, base competent, the step of teaching, and scoring.

Based on the discussion above, we can see that there were some difference among class, the difference on the material and the steps in teaching which in the accompanied class always guided by the inclusive teacher and English teacher in teaching and learning process.

Based on the explanation above, we can see that the content of lesson plan is same in each classes, it includes the material, time, the goals, the steps of teaching (activity), and scoring.

It suited with Richards & Renandya (2002:31) explain that lesson plans are systematic records of teacher's thought about what will be covered during a lesson. Planning is often viewed as a key aspect of successful teaching. During the planning phase, the teacher makes decision about goals, activities, resources, timing, grouping, and other aspects of the lesson.

2. Whether any difference in treating between normal students and students with special need done by the teacher of the eighth grade English class

Based on the result of finding, there are some differences in treating done by the teacher in each class. The differences are:

a. Full inclusive 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 are 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, there is no force 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 force them to try answer the question.

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.

Based on the finding above we can see that the treatment in the full inclusive class are giving praise, giving notice, and do not force them. it suited with James A. Banks & Chery (2007:381) The treatment include teaching children to appreciate and value the contributions of other, teaching children to be knowledgeable about supportive of others, teaching children to be confident, and also use therapy as long as needed.

Based on the theory above, we can see that the teacher treat the students suited with the theory, the students who studied in the full inclusive class do not need therapy because their mind have been like normal student.

b. Therapist class

Based on the finding, there is no English lesson in the therapist class, so the finding of treatment on another lesson. 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.

According to James A. Banks & Chery (2007:381) The treatment include teaching children to appreciate and value the contributions of other, teaching children to be knowledgeable about supportive of others, teaching children to be confident, and also use therapy as long as needed. Based on the theory, the treatment for students with special need needed therapy, it suited that the

students who studied in the therapist class have lower level of disabilities than another class, so they have to do the therapist.

c. The accompanied class

Based on the result of finding there were three treatments in the accompanied class, 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 class which has inclusive teacher who accompanied 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.

According to James A. Banks & Chery (2007:381) The treatment include teaching children to appreciate and value the contributions of other, teaching children to be knowledgeable about supportive of others, teaching children to be confident, and also use therapy as long as needed. It suited with the result of finding, the treatment done by the researcher are giving praise, which suited with make confident to the students because when the students get praise from

teacher, they will get more spirit to study. Getting inclusive teacher who always sit beside them to guide when they did not understand, it suited with theory that supportive of others.

3. How the assessment at English class

Based on the result of finding, SMP Islam Azhaar Tulungagung used alternative assessment that is curriculum 2013 but in each class has difference assessment because it depends of the level of disabilities of students with special need. Based on J. Michael & Lorraine (1996:4) the alternative assessment to describe multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Example of authentic assessment include performance assessment, portfolios, and students self-assessment.

There are some differences of assessment in every class, they are:

a. Full inclusive class

Based on the results of finding, the assessment is used in the full inclusive class are oral interview, Story or text retelling, writing sample, and portfolio. The first, the teacher use oral interview to check the understanding of students like the teacher use oral interview when they explain the material, she try to ask the students directly about the lesson

and ask them to explain or answer the question based on the material in learning and teaching process, it suited to J. Michael & Lorraine (1996) Student can respond orally to questions about a range of topics that might include their prior knowledge, activities, and interest or preferences.

The second, the teacher used story or text retelling like the teacher divided the students into some group and each group give story then they have to choose one person to be representative to retell what story that he or she get. Based on J. Michael & Lorraine (1996) students read or listen to the text and then retell the main ideas or selected details. It suited with the teacher done in the class.

The third, the teacher used writing sample like the teacher gave some writing tasks, like narrative story, report and description of something. Then the teacher asked to write in a paper then collect to the teacher. According to According to J. Michael & Lorraine (1996) As part of instruction, students are often asked to generate writing samples to meet a number of different purposes, these include narrative text, report. It suited with the assessment done by the teacher.

The last, the teacher asked to the students to collect some task, the purpose are the teacher will know the development of students, it suited with J. Michael & Lorraine (1996) a portfolio is purposeful collection of student work that is intended to show progress over time.

b. Therapist class

Based on the finding, there is no English lesson in the therapist class. The researcher discussed the other assessment in the therapist class. The assessments are modification assessment which the teacher make the assessment based on the ability of students. In this class, the assessment just the students try to memorize the prayer and activity of students like sweep the floor, because their ability and concentration are weak.

c. The accompanied class

Based on the results of finding, the assessments are oral interview, writing sample and portfolio. The contents of assessment are modified by the teacher because it suited with the ability of student.

There are three assessment that used by the teacher in the class, the first oral interview, the teacher used oral interview like the teacher asked directly to the students about the lesson that has been learned in the class when the teaching and learning process. It suited with According J. Michael & Lorraine (1996) Student can respond orally to questions about a range of topics that might include their prior knowledge, activities, and interest or preferences. The students with special need in this class has lower level than in the full inclusive class so the oral interview to the students is simpler than in the full inclusive class.

The second, the teacher used writing sample like the teacher asks to the students to write something which suited with the lesson like description of person but simpler. It suited with the J. Michael & Lorraine (1996) As part of instruction, students are often asked to generate writing samples to meet a number of different purposes.

The last, the teacher used portfolio like asked to the students to collect the task, the purpose to know the progress of students, it suited with J. Michael & Lorraine (1996) a portfolio is purposeful collection of student work that is intended to show progress over time.

From these assessment we can see that in each class has difference assessment.