

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents findings based on the observation of English learning implementation at Eighth grade (PDCI) through Inclusive education based on Semester Credit Unit (SKS) and interview an English teacher at Eighth Grade (PDCI) and some CI students at Eighth grade.

Based on the results of research in the field using some data collection techniques which is observation, interviews, and documentation. The researchers obtained data that is the result of research for approximately two months carried out on August 19th, 2019 until October 19th, 2019 at SMP Negeri 1 Banjarmasin.

Observations were conducted three times at Eighth grade which is a class where PDCI program implemented through Inclusive education based on semester credit unit (SKS). The implementation of the observations using direct observation. The researcher has been told an English teacher at Eighth grade (PDCI) before the observations held. Observations conducted by researcher to observed English learning process at Eighth grade (PDCI) through Inclusive education based on semester credit system (SKS). Observation aimed to find out English learning process (as seen from implementation and assessment).

The researcher also interviewed an English teacher at Eight grade (PDCI) through Inclusive Education based on semester credit unit (SKS). The interview with the English teacher aims to know his planning or preparations before he teaches English at Eight grade (PDCI) and also to know the problems faced by him when he teaches at Eight grade (PDCI). Beside the researcher interviewed an English teacher, the researcher also interviewed some students at Eight grade (PDCI) to know their responses of English learning at their class.

In the beginning, students at Eighth grade (PDCI) who have high intelligence learned English as usual which is when they are at seventh grade at first semester, they learn English in the same class with regular students, it called inclusive education. However, when they are in second semester, they selected to join in special education program which called *Peserta Didik Cerdas Istimewa* (PDCI) where the class program specified for students who have high intelligence and fulfil the requirements by the school to enter the program. Exactly, the researcher wants to conduct a research when they are at seventh grade in second semester but when the researcher wants to conduct research, they are already at the end of the second semester so that the school suggested researcher to conduct a research in the next semester which is when they are at Eight grade in the first semester.

English learning Eighth grade (PDCI) liked English learning as usual but the differences lied on learning times that faster than regular class, if the

regular class spent three years to finish their study at junior high school level, while at *Peserta Didik Cerdas Istimewa* (PDCI) class program only spend two years to finish their study, so they learn English more than regular class. At Eight grade (PDCI) at this first semester, they learn English material for Eighth grade in first semester and English material for Eight grade at second semester, so they learn English materials for two semester in the same time which in first semester.

1. English Learning at Eighth Grade (PDCI) Through Inclusive Education

Based on Semester Credit Unit (SKS)

Data obtained from three times of observations. Observation aims to make direct observations of English learning process in eighth grade (PDCI), while the interview is intended to find more information about the problems faced by the teacher when teaches at that class. Learning English in eighth grade (PDCI), English learning process includes the planning process, implementation process and the assessment process.

a. Planning Process

Planning will be a guideline for a teacher to be able to direct students to learn well. Good planning will affect to the implementation and assessment of learning. Planning is an important phase that is carried out by the teacher every time when he teaches his students, a phase where the teacher tried to prepare everything to make learning runs well, so that it will get satisfying results.

Based on interview with an English teacher, he explained that before he teaches, he always makes a lesson plan (RPP). It includes of subject matter, time allocation, core competencies, basic competencies, indicators of goal achievement, learning objectives, learning materials, learning methods, media and materials, learning resources, learning steps (consist of pre, while, and post-activity), and also assessment.

b. Implementation Process

Learning is an activity which carried out by teacher in such ways that the activities, processes, and learning achievements of students increase than before. The implementation of learning is also the application of the steps of a learning strategy taken by teacher to provide a student-centered learning experience, so that students become active and creative during learning and the learning objectives that are expected to be achieved well.

The observations in English learning is obtained three times observations, the first observation on August 20th, 2019. The second observation on September 5th, 2019, and the third observation on September 10th, 2019 and also obtained from interviews with the English teacher and some students at eight grade in in PDCI program.

Firstly, to get data on the implementation of English learning at Eighth grade (PDCI) through Inclusive education based on semester

credit unit (SKS), the researcher conducted observations at that class. From the observations, the researcher found that English learning at Eighth grade (PDCI) is fun, they still learned English seriously in fun way such studying while listening songs. In that class, the teacher tries to create English atmosphere through always spoke in English and engaged the students to speak in English as much as they can. At Eighth grade (PDCI), teacher only as a facilitator, students are more active in participate at their class, they tend to be more critical, teacher tends to be easy to explain because the students easy to understand, so it makes them possible to learn more than one chapter in one meeting, the students always interest in new things especially when they teacher taught them new materials in English, they looked very excited, beside that English also be the most favorite subject at Eight grade (PDCI), is known by the researcher when she interviewed some of the students at that class..

Regarding the learning media that he used, he used facilities that are already provided by schools such as LCD, power point, video, Whatsapp which he also often makes as a place to send questions or learning matrices. He also often uses music as one of the learning strategies, according to him, song is preferred by students to reduce or even overcome boredom. As for learning material, he took many from English books such as *When English Rings a Bell* and several other

English books in addition to teaching material, he deliberately provided many English books to balance the curiosity of students and their speed in capturing information in learning.

When the teacher explains the material, which in 2013 curriculum which emphasizes to make active learning, it means students should more participate in the learning process. For example, starting from a problem, teacher emphasizes the activeness of students such as learning that makes students solve problems first and then at the end they solve or discuss the problem together with the teacher. If the material is already attach in the book, the teacher should develop the way of thinking of student, how does a teacher manage learning to involve active students.

The available media are considered capable of facilitating all students' English learning at Eighth grade (PDCI) through the Inclusive Education Semester Credit System (SKS), generally using LCD, but this depends on the material being studied and the media that can be used can in the form of video. There are not too many obstacles in this case because learning English is done in the language laboratory that has an LCD available there.

The feedback process conducted by the teacher is like learning in general but is emphasized more on the aspect of using logical

thinking by giving questions High Order Thinking Skills (HOTS) which are problems that are difficult to solve.

1) First Observation

The first observation was carried out on Tuesday, August 20th, 2019 in the Eighth grade (PDCI) through Inclusive education based on Semester Credit Unit (SKS), in the 6th - 7th lesson hours, 11.35 to 12.15. The learning implementation includes: Pre-activity, While-activity, and Post-activity. In this meeting they learned about expression of certainty/uncertainty and asking/giving attention and the teacher wanted to emphasize to reading aspect through reading conversation in the text.

a) Pre-activity

Before starting learning, students are accustomed to always pray according to their beliefs by asking one student to lead a prayer in front of the class. After praying, the teacher explains about what students will do next, which is to translate the questions given and try to stimulate students to think critically in analyzing the questions. Then he plays music as a background when students begin to translate and try to analyze the questions displayed on the LCD.

b) While-activity

The students answer the questions given by the teacher, they are free to exchange ideas with their friends, some do it individually and some of them make groups. When the time is up they are asked to collect their tasks.

c) Post-Activity

Learning closes with a prayer lead by one student, after praying all students come out of the language laboratory and rest.

The researcher found that English learning at Eight grade (PDCI) runned as English learning in general, there is no special treatments or activities given by the teacher. In fourty minutes, the students only answering questions that given by the teacher on their whatsapp group and then collected their assignments to the teacher in the end of the lesson hour. In this observation, the researcher found that the teacher wanted teach about reading but if the teacher only asked the students to read conversation in the text, is not enough for reading skill because minimal level of reading is read a certain text not only read a conversation text. Although the researcher found some weekness but she also found positive aspect in his teaching which is taught his students to build good characters especially responsibility to

their assignments so that he can trust them, the students still doing their assignment even while listening music that played by the teacher and they don't need command to much, they are students who able understand questions quickly and able to answer the questions without many significant difficulties.

2) Second observation

The second observation was carried out on Thursday 5 September 2019 in the eighth grade (PDCI) through inclusive education based on *SKS*, in 1st – 3rd lesson hours, at 08.00 - 10.00. In this second observation they learned about comparing people, animals, and things in order to show their differences, to be able to speak of them, to praise them and to criticize them. In this learning, teacher emphasized to speaking skill through make a dialogue in front of the class, teacher only as a facilitator, students are more active in the class while the teacher only helps the students directly. In the learning English this time the teacher put more emphasis on speaking skills, so he encourages students to actively speak in English.

a) Pre-Activity

First the teacher brainstorms by distributing simple exercises to students, the exercises are material related to the

theme to be learned, but in the form of simple entries. They began to answer questions while listening to the song that was played by the teacher with the aim to be more relaxed and overcome boredom in learning. After they finish answering the exercise, the teacher asks them to collect the exercise. The teacher corrects and then shares the results with each student.

b) While-Activity

Next, entering the core material through dialogue, the teacher asked students to read the dialogues in their books, students are given time to read, understand the meaning and practice the dialogue directly in front of the class in pairs. Students are not allowed to see the dialogue in the book when they are practicing it in front of the class but rather they have to memorize it. It aims to train students' speaking skills as well as to practice their pronunciation, to make them used English and creating an English atmosphere in class. For the turn to go forward is not specified but rather it is random or who is ready to have a dialogue in front of the class with his or her friend will practice the dialogue in front of the class first.

The teacher asks one student to take note of the names of students who have come forward to practice the dialogue in pairs with their classmates. While other students should pay

attention when their friends are having a dialogue in front of the class, and pay attention to every word and pronunciation they say when practice dialog. Thus, indirectly students can find out while learning about how the pronunciation of English words properly and correctly. If there is an error in the pronunciation of students, the teacher corrects it and tells how to pronounce it correctly. Students feel excited and come forward to practice dialogue in turn by pairing up. One by one they advanced until all students got their turn to advance. In this case the teacher also teaches how to communicate and collaborate well with their dialogue partners. In this second observation, the teacher only uses the student's booklet as learning, because the media dialogue material is sufficient to help students.

c) Post-activity

After all the students had taken a turn forward to dialogue, the teacher played an English song and they sang together, then after that, the teacher asked the students to pray together and then take a break.

The researcher found that in the second observation, the teacher emphasized to speaking aspect through dialogue without text. The

students at Eighth grade tried to speak and memorize the text as much as they can and the teacher only as a facilitator who asked them to speak in English and correct the error pronunciation that occurred. The teacher always made the students have active role in English learning classroom.

3) Third observation

On the third observation that was carried out on Tuesday, September 10, 2019 at Eighth grade (PDCI) through SKS-based inclusive education, at the 6th lesson, at 11.35 until 12.15. Students learn about chapter 9, but are more focused on the grammar. Although at the previous meeting also learned about chapter 9, but at the previous meeting the teacher focused more on enriching vocabulary and emphasizing aspects of students' speaking skills. In this third observation students learn about comparative and superlative degrees.

a) Pre-activity

Ask students to read the conversations in their books and pay attention to each adjective used. As well as giving time for students to think and guess about what material they will learn.

b) While-activity

The teacher explains what comparative and superlative degrees are, when comparative and superlative degrees are used and how adjective changes if they are made into comparative and superlative degrees. The teacher explains about the comparative degree form in which the adjective is only one syllable using the suffix ‘-er’ and for and using the word ‘more’ in front of the adjective for the adjective more than one syllable. Whereas the superlative degree uses adding the word ‘-est’ behind the adjective which only consists of one syllable and ‘the most’ behind the adjective which consists of more than one syllable. To check student understanding, the teacher drilled students to say the adjectives in comparative and superlative forms one by one.

c) Post-activity

For the closing activity, the teacher asks students to work on page 138 and collect it when finished.

In this observation, the teacher emphasized to grammatical aspect through explained the material which is comparative and superlative degree. The researcher didn’t found specific ways of the teacher in teaching English at that class, he just explained the material,

the students pay attention and asked the students to answer the questions.

c. Learning Assessment

Learning assessment is a measuring tool for teachers to find out the success of students in achieving learning objectives and know the improvement that occurs in students during learning. Learning assessment is determined by the teacher from various aspects. The assessment carried out includes three aspects, namely the attitude aspect consisting of spiritual attitudes and social attitudes, knowledge and skills. Spiritual attitude competence and social competence are achieved through indirect learning while in learning competency knowledge and skills competency through exemplary, habituation, and school culture by paying attention to the characteristics of the subjects, as well as the needs and conditions of students.

Based on interviews conducted, learning assessments conducted were guided by the 2013 curriculum which assessed attitudes, knowledge, and skills. Attitude assessment in English is not required but for teachers there is a need for attitude assessment. Assessment on semester increase is calculated from the number of twice the average daily tests, midterm tests, and final semester examinations which are then divided four. Assessment of students at Eighth grade (PDCI)

through the Inclusive Education System Based on semester credit system (SKS) in SMP Negeri 1 Banjarmasin is the same as a regular class. Assessment of learning achievement in the semester credit system (SKS) refers to the assessment in accordance with applicable provisions and curriculum. The learning achievements report refers to the assessment standards and assessment guidelines for the Directorate of middle school development and is equipped with an Achievement Index (IP) in accordance with the ministry of education and culture regulation number 158 of 2015. IP is used as a basis for determining the learning load that students can take in the following semester. Achievement index (IP) is obtained through the calculation of the sum of the average value of knowledge and skills of each subject multiplied by the learning load of each subject divided by the total learning load of all subjects.

2. Problems Faced by The Teacher When Teaching English at Eighth Grade (PDCI)

The researcher conducted an interview with an English teacher to get data about the problems faced by an English teacher during teaching and learning process, according to the results of an interview, he explained that learning English in CI class was interesting even though learning in eighth grade was generally same with regular class, which

starts with greetings, absence and then asked about previous assignments and discusses them. However, there is a slight difference that lies in the learning load which is longer than in regular classes, if in general regular class students only spend around 40 credits in a week, then for CI class they spend around 64 credits in a week. It is impact to English learning that there are additional lesson hours. Teaching English for CI students has some difficulties especially in planning aspect or preparation before teaching.

According to his explanation, if he wanted to teach CI students, he must make extra planning, not only about learning materials, methods, and media, but also must consider several aspects, one of important aspect which is how to make fun learning and not boring, English teacher in CI class is required to make pleasant atmosphere because the learning load of CI students is more than regular class, in one meeting they even able to spend two until three chapters. The teacher also provided source of learning materials such as from several books, internet, movies and even videos. In addition, teacher also has many problems in applying learning methods as in 2013 curriculum learning. Students are required to be more active, especially students in the Eighth grade (PDCI) through Inclusive Education Based on semester credit unit (SKS) are more active in terms of cognitive,

affective, psychomotor when compared with students in regular classes. He also admitted that he was often overwhelmed in facing CI students who incited his curiosity about English was very high, so he was often asked many things about English.

Teaching in Eighth grade (PDCI) is both difficult and easy, difficult because the teacher has to deal with students who are indeed very critical, who will always ask lots of questions especially in English which based on the interview with some students, English is one of the most favorite subjects in that class, the teacher must also prepare well for learning especially in terms of delivering learning material, because the students often criticize if a teacher is unclear in explaining or there is a mistake in explaining and the most difficult part when he wanted to teach is lied on preparation or planning before teaching because he must pursue their intelligence by provided kind of learning materials, media will be used and also appropriate strategy and method used that can engage them more active in English learning and achieve the goals of learning . While the easy aspect when teaching in Eighth grade (PDCI) is easy to understand the learning delivered so there is no need to repeat explanations several times to understand them.

B. Discussion

After the data has been obtained and the process is like the description above, the researcher has written and analyzed at the above findings. The researcher also know how the implementation of English learning at Eight grade (PDCI) through Inclusive education based semester credit unit (SKS) and the problems faced by the English teacher.

Based on Murray and Christison (2011, p. 140) Learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge skills, values and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience. The statement above has similarities with the findings of researcher when made interview and observation. The English teacher not only transferring knowledge to the students but also he taught his students to have good attitude, such as cooperative, responsible, honest and respect to other people. He taught his students through grouping activity or role play which that activities indirectly made them to be responsible and cooperative students because that activities involved some students who has difference characters and opinions, so that the students have to respect their friends' opinion. When they accustomed to be like that, it can indirectly made change in their behavior as a result beside they also got knowledge.

According to Harmer (1998, p. 24) There are elements which can help the students learn effectively. The elements are engaged, study, and activate.

“Engage” is related to a teaching sequence where teacher tries to arouse students’ interest by involving their emotion. It reflected from the way of teaching which the teacher always tries to make communicative learning. One way to encourage students’ intrinsic motivation to make communicative learning and also made enjoyable atmosphere through play songs so that the students not bored during the lesson beside they have to active in discussing, writing or analyzing their tasks.

Meanwhile, the concept of ‘study’ focuses on the language and how the language is constructed. The researcher found that the teacher emphasized to the role of grammatical construction, in second observation, the researcher found that the teacher emphasized to the speaking skill and enrich vocabulary through practiced dialogue in pair. While in third observation, the researcher found the teacher emphasized to the grammatical structures through learn about comparative and superlative degree. The last element is “activate”. This term refers to the exercise and activities which are designed to get the students using language as freely and communicatively as they can.

The researcher found that the findings when made interview with the teacher and some students that they can speak in English freely and not feel anxiety through role play and make a dialog by themselves.

Roeper (2012) argues that *Cerdas Istimewa* (CI) students are known as students who have differences in intellectual, interest, and needs above the averages students of their ages, they have dominant characteristics both

cognitive and personality. This statement was found by researcher when doing observations. Almost of them are critical students, who always asked the teacher when they felt confuse or did not know about English material or the explanations of the teacher. Another characteristics of *Cerdas Istimewa* (CI) students have high learning speed, based on the observation and interview with the teacher, researcher found that they tend easy to teach, they easy to understand about the material that the teacher have explained. So the teacher didn't need to make many repetitions. They also happy to learn, when the researcher interviewed some students, they said that they love to learn new things especially English, although they have different reasons why they love English for example when the researcher interview some of CI students, one girl and one boy. She answered that she likes English because she thinks English is very important to master. She also said that English is unique, English has some words which same sound but different meaning which called homophone. Meanwhile, the boy answered that he likes English because he loves grammatical structure of English, he also likes English because English is challenging.

Directorate of Education Department (2007, p. 36) for implementing *Peserta Didik Cerdas Istimewa* (PDCI) program have to pay attention to some aspects, (a) students, they are selected strictly with certain procedures. From the interview with the teacher at SMP Negeri 1 Banjarmasin, he explained about the procedures to select students in PDCI program such as students'

achievement index, their learning achievement in elementary school, recommendation of teachers, support from their parents, and have to pass potential academic test from the school. (b) teacher, all the teachers who teach in CI class have to fulfill some qualifications such as minimum grade, they are undergraduate (S1). (c) supporting facilities and infrastructure, the researcher found that SMP Negeri 1 Banjarmasin has good facilities and infrastructures, especially in learning English, the usually learn English at Bahasa Laboratory, school has provided LCD, and another tools in there to support the English learning. (d) education for CI students requires differentiation curriculum, based on interview, they still using regular curriculum which is 2013 curriculum but they modified it and added some modifications especially in learning materials, and assignments. (e) the duration of study is longer than regular program, the researcher found that CI students learn from 8 A.M until 5 P.M while in regular class, they learn from 8 A.M until 5 P.M.(f) special education for *Cerdas Istimewa* (CI) students is part of inclusive education system.

According to Minister of National Education, Number 7 year 2009 Article 1, Inclusive education is defined as a system of education that provides opportunities for all students who have abnormalities, have potential of intelligence or special talents to participate in education or learning in an educational environment together with students in general. The statement above are similar with the findings of the researcher when made an interview,

Inclusive education for *Cerdas Istimewa* (CI) students at SMP Negeri 1 Banjarmasin is held when the students at Seventh grade in first semester, *Cerdas Istimewa* (CI) students study together in regular class, then in the next semester which is at Seventh grade at second semester, they grouped in special classes for students who fulfil the criterias of *Cerdas Istimewa* (CI) students. As we know, total semester credit unit (SKS) at Junior high school at least 228 lesson hours. SMP Negeri 1 Banjarmasin especially at Eight Grade (PDCI) through Inclusive education applies the *semester credit unit* (SKS) with a 4 semesters pattern. This pattern applies for students who have learning speeds above the average like *Cerdas Istimewa* (CI) students.

However, Karen Rogers (2012) states that who emphasized that if students are different than other students, they require an exception in the educational service program. Special differentiation and modifications must be made in the learning process for CI students' education service. In the field, the researcher didn't found special differentiation in English learning process at Eighth grade (PDCI), it is same with English learning as usual although that class consist of *Cerdas Istimewa* (CI) students