

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Types of Cooperative Learning Strategies Used by English Teachers for Students People with Disabilities Reasons

a. for Teachers Using Cooperative Learning Strategies

Based on interviews with English teachers, almost every implementation of learning for 1 basic competency always uses the form of learning in the form of groups, whether it is when learning is carried out online or face-to-face. The teacher further said that the cooperative learning strategy was chosen so that children with special needs can be more active and able to work together with normal friends and practice social skills and other skills. This is certainly different from schools that specifically handle children with special needs such as Special School, the main emphasis is on being able to be independent and not dependent on others.

In line with the reason teachers use cooperative learning strategies, in the Qur'an there are many verses related to learning and learning methods. Although the Quran does not directly define cooperative learning, it is clear that the principles and elements of cooperative learning are hinted at in the Qur'an, including:

1) Positive Interdependence Between Students

In cooperative learning students feel that they are working together to achieve one goal. Goals and are tied to each other.

This is in accordance with the teachings of the Qur'an which command to always help each other in goodness. As explained in the Qur'an surah al-Maidah verse 2, Allah SWT says: *(And help you in (doing) goodness and piety, and do not help in committing sins and transgressions. And fear Allah, verily Allah is very severe in punishment.*

From this verse, we can conclude that God wants His people to help each other and work together in goodness. Likewise in terms of learning which is a process to obtain changes in behavior as a result of experience in interaction with the environment. Through group learning, it is hoped that students can gain a new experience through interaction with other people in their group.

- 2) Individual Responsibility in group learning can be in the form of student responsibility in terms of helping students who need help and students cannot just "piggyback" on the work of their group friends. Regarding this Allah says: (Whoever acts in accordance with (Allah's) guidance, then indeed he is doing it for (salvation) himself; and whoever goes astray then indeed he is lost for (loss) himself. And a sinner can not bear the sins of others, and We will not punish before We send a messenger (Surah Al-Isra '[17]: 15)

b. Types of Learning Strategies

Even during online learning, from the results of interviews with English teachers that she is still actively teaching with cooperative learning strategies. Although she admits that learning during the pandemic has its own challenges to involve children with special needs being active and participating in learning activities like students in general. The types of Cooperative Learning strategies that have been used by English teachers include NHT, Jigsaw, Round Robin, and STAD.

- 1) The NHT type cooperative learning model (numbered heads) is a development of the TGT type cooperative learning model, this model was first developed by Kagan. Its special feature is group learning through task completion by sharing ideas with each other. Each group must ensure that its members understand and master the task, so that all students understand the concept at the same time. In this research, when applying the NHT type, each group member must ensure that the students with disabilities in their group understand the tasks given and invite them to discuss and exchange ideas. In the NHT method, the teacher divides the students into 5-6 groups consisting of 4-5 students and sits in a circle. Then the teacher gives the topic or material they will discuss. The teacher asks them to discuss with each other and share ideas about the material or topic. In the NHT method, the teacher or group leader places students with disabilities in the middle position so that students can focus on receiving information

from other group members and group members pay more attention and not ignore the presence of the disabled student. In this way, all group members will participate in group work and discussions.

- 2) When using a jigsaw-type cooperative strategy. The teacher directs each group leader to accompany students with disabilities in their groups to remain seated in the initial group and listen to explanations from other groups who come to explain. In the Jigsaw method, the teacher divides students into 5-6 groups consisting of 4-5 students. The teacher collects all students who have the same number to become one group. Then distribute different materials to each group to learn and master. Then they will spread to other groups to exchange material information. The group leader will be responsible for group members with disabilities. They will explain the material simply and intensely to students with disabilities then when other members split up to exchange materials with other groups, the group leader will remain in his group along with the disabled members. The group leader will help students with disabilities to explain their material to other groups who come and help explain the material explained by other groups in a simple way. This situation supports students in their groups to learn to work together and take responsibility seriously until the success of the tasks in the group.
- 3) The steps used in Round Robin are starting from group formation, students sit around in a circle, the teacher asks a multiple-answer

question or a topic that can be used in brain-storming. In the Round-Robin method, this method is usually used to warm up before starting the lesson. The teacher will divide students into several groups, then give each group questions about the material that has been studied previously. The teacher sets a timer and group members will answer questions in turn and the group leader and other members will make sure the students with disabilities in their group remember the previous material and understand the teacher's questions, so that they can still participate in answering questions.

- 4) During the study, the researcher found that teachers also applied the STAD type of cooperative learning strategy. STAD is a type of learning carried out by teachers to create a multi-ability team practicing to learn concepts and skills together. STAD has five main components: class presentations, teams, quizzes, individual progress scores and team recognition. After the teacher explained the material, the students were divided into several groups to study together. Then the teacher gives quizzes individually and in groups. Group members help re-assure that students with disabilities in their group have understood the material explained by the teacher or re-explained the material in a simple way so that it is easy to understand. And help students with disabilities to participate in answering quizzes in groups. By placing students with disabilities in groups, this strategy is very helpful for students with disabilities who independently have

shortcomings and limitations or difficulties in learning. After applying the STAD method, students experienced an increase in learning achievement, especially for students with disabilities. This method helps students receive information and insights from various directions, not only from teacher explanations or books. The steps taken by the teacher are using cooperative learning, namely: conveying goals and motivating students, presenting information, dividing students into study groups of 5-7 students, providing guidance, evaluating and giving awards to groups that have done a good job.

Cooperative learning can be an alternative considering that there are many opinions stating that active learning, including cooperative learning, can increase the effectiveness of learning. Cooperative learning prioritizes cooperation between students to achieve learning objectives. Using cooperative learning can change the role of the teacher, from being teacher-centred to managing students in small groups. Cooperative learning models can be used to teach complex materials, and more importantly, can help teachers to achieve learning goals with social dimensions and human relations. Cooperative learning has enormous benefits or advantages in providing opportunities for students to further develop their abilities. This is because in cooperative learning activities, students are required to be active in learning through cooperative activities in groups.

2. Challenges Faced by English Teachers in Implementing Cooperative Learning Strategies for Students with Disabilities

a. The difference between each child with special needs

What is meant by the sentence above is, considering that there are several people with special needs, the teacher must adapt to their specificity. That is on them. This means that the handling of one child with special needs with another child with special needs is not the same as handling related to teaching and learning activities. For example, children who are blind and deaf are different in their handling of facilitating them when learning.

From the results of interviews, there are multifarious types of children with special needs who have attended SMAN 4 Banjarbaru, ranging from borderline, blind (low vision), slow learner, cancer, medium speech impaired and others. While for now there are eight (8) children with special needs who are still active at SMAN 4 Banjarbaru. Furthermore, the English teacher said that the most difficult challenge related to the differences between each child with special needs was dealing with children who were deaf. This is because not all teachers have good sign language skills.

b. Children with special needs require special attention and handling.

From the interviews, it is known that teachers often have to go to the homes of children with special needs to drop off and pick up their assignments. This occurs in children with special needs such as heart disease. Limitations, as well as the physical weakness of the child so that

the level of attendance of children to school is very rare. So the teacher regularly visits the child.

Meanwhile, for other children with special needs who are less active during online learning, especially the teacher, specifically involves the group leader to always remind the online learning schedule to other children, especially those in the group whose members include children with special needs. from the teacher's narrative, it is not uncommon for children with special needs to not participate in online learning if the class leader forgets to remind him. From the description above, it is clear that the teacher actively monitors the development of children with special needs from their fellow group mates, with the aim that all students actively remind each other. Meanwhile, online learning applications used by teachers include Google Classroom, Google Meet, Zoom, and Whatsapp.

Cooperative learning is a model of learning that uses a structured system in groups or forming teams. The group consists of between three and five people or more who have different backgrounds ranging from academic ability, race or ethnicity to gender. Cooperative learning has characteristics where students who work with are given tasks in teams to achieve their learning goals and the teams themselves consist of students with high, low and moderate achievements. Cooperative learning is also often referred to as group learning.

However, is this cooperative learning model effective to be applied to students during the pandemic? It is known that during this pandemic, schools always implement distance learning (PJJ) using e-learning media or via online video applications such as zoom, google meet, and others. How will students do the assignments given by the teacher when in groups? Let alone to do the task in groups, to meet face to face is difficult.

Based on the researcher opinion & experience, the cooperative learning model can still be carried out during this pandemic and is effective as well. Because cooperative learning has the main benefit for students that students can increase self-esteem which in turn motivates students to participate in the learning process (Johnson & Johnson 1989, p. 112-133). Cooperative efforts between students can lead to higher achievement by all participants (Slavin 1987, p. 74-78). So this cooperative learning model is very necessary for students which is useful for increasing cooperation between students with one another as a team and can also improve the achievement of all students.

B. Discussion

Based on classroom observations and interviews with English teachers during this study, the researcher found several important points in this study.

1. At SMAN 4 Banjarbaru there is only 1 English teacher who specializes in teaching classes with students with disabilities. In classroom management the teacher takes a certain approach, especially to students with disabilities in the classroom. The teacher applies to all students to help each other,

tolerate differences and love each other, regardless of their conditions. In learning, teachers often use cooperative strategies so that all students, especially students with disabilities, continue to play an active role in the learning process. The teacher dividing the students into several groups. Each group leader is given the responsibility to invite his group friends, especially students with disabilities, to actively participate in study groups. The teacher plays an active role in supervising and directing the course of group work so that it runs smoothly. Group learning is an activity that oriented towards students, not teachers. This strategy aims to enable all students, especially students with disabilities, to participate in learning activities with the help of their group friends and teacher guidance. Before dividing students with disabilities into groups, the teacher first analyzes the characteristics of each child based on their shortcomings or disabilities. So that when dividing students with disabilities into study groups, the teacher can choose another suitable student to be the group leader. The use of cooperative strategy types in learning, such as STAD, NHT, Jigsaw and Round Robin especially for students with disabilities by grouping them with the right friends can increase students' interest in learning with disabilities. In addition, the participation of teachers and friends in the class is very influential as well to minimize the shame and inferiority of students with disabilities to study with other normal students.

Several Types of cooperative learning strategies used by English teachers in inclusive classes include STAD, NHT, Round-Robin, and

Jigsaw. NHT is used to share ideas, insights and ideas by students about the material or topics discussed by the teacher. The Round-Robin is used to train teamwork and increase solidarity among team members, especially team members with disabilities. Jigsaw is used to train students' focus on capturing and digesting material as well as training memory and re-explaining the material received in a simpler way. STAD is used to focus on achieving group and individual success. In its application, STAD has several stages and objectives, namely training students to capture material quickly, training students' understanding of the material in group work and completing quizzes, improving student performance individually due to information and insights obtained from group members and increasing student cohesiveness.

2. Challenges and obstacles faced by teachers in implementing cooperative learning in inclusive classrooms.

In this research, the biggest challenges faced by teachers in inclusive classes is the differences between characteristics of each normal students as well as the differences in the deficiencies experienced by students with disabilities. For example, in one class there is one child with low vision, the teacher must understand the right approach in learning so that these deficiencies do not make them obstacles to learning like other students. Such as in children who have low vision, writing and reading methods are less effective to apply. Lecture methods and class presentations as well as group work and oral assignments may be more effective for children with low vision. However,

the teacher faces another obstacle if there are also children in the class who have medium speech impaired and the methods used tend to be opposite to those used for children with low vision. So the right way to learn for students with disabilities is to put them in group work. Maybe at first they are a little hesitant and low self-esteem to work in groups because of their shortcomings. However, the support from the teacher and group members made them enthusiastic to study in groups.

As explained above, the reality that is often encountered in the field is that every student with a disability has different characteristics and shortcomings. Of course the handling and attention given by the teacher is also different. In this study, the researcher found that the school arranged for each inclusive class to only be filled by one or two students with disabilities. This is intended to make it easier for teachers to handle and pay attention more effectively and easily because there is only one type of student with a disability in the class. As well as to facilitate the adaptation process of other normal students and facilitate the class management process.

