

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description of Research Location**

##### **1. Brief Story of Junior High School for Disabled Students (SMPLB)**

##### **Negeri Selat Kapuas**

In this study, the writer has taken research location in Junior High school (SMPLB) for Disabled Students Negeri Selat Kapuas, which is located at Jl. Tambung Bungai Gang VI No. 49 kel. Selat dalam Kec. Selat, in the city of Kapuas, Central Kalimantan. It was built in 2005 that still used rooms of elementary school for disabled students (SDLB). In this school was led by temporary headmaster. He was Mr. Samijan.

In 2006, SMPLB had two rooms that built by government in the same location beside SDLB. SMPLB changed to be public school for disabled students based on decision of Kapuas regent Number 789 in 2007, and on December 4 2007, first of headmaster of Junior High school for disabled students (SMPLB) State Selat Kapuas has been is Mr. Dandi S.Pd with SK (decision letter) 821.2/20/ BKD. 2007 and following training for headmaster (the candidate of headmaster). He is also a teacher in this school who has mastery for blind students.

Junior High School for Disabled Students (SMPLB) Negeri Selat Kapuas, has border areas are:

- a. North : SDLB and teacher's houses.

- b. South : Jalan Cilik Riwut Gg. 3B.
- c. West : Boarding house of Disabled students.
- d. East : SDN Selat Dalam I.

State SMPLB Selat Kapuas has vision and also mission as follow:

Vision: to be autonomy students with treatment life of skill.

Mission: organize education and training optimally, and have quality for children with special need; as a bridge between requirement and ability of students with special need so getting job chance equality in society; support parents and society's part in helping students with special need to be autonomous and prosperous; apply management of participation with engage all members of schools and concerned groups.

In this year, school and government will strive for building school SMPLB in jalan Kalimantan with wide 2 Ha, develop facilities of rooms and another that they needs, so students' potential is more directed.

To clear, can be looking in the data infrastructure in the below:

#### **Data Infrastructure**

- a. Wide of area : 4378 M<sup>2</sup>
- b. Number letter of areas : 4.3.1986
- c. Class : 70 M<sup>2</sup>, which are four rooms.
- d. Administration's room : 76 M<sup>2</sup>, which is divided become two rooms.

There are: room of headmaster and teacher's office/ administration

- e. Playing field : 56 M<sup>2</sup>

Source: Document of SMPLB Negeri Selat 2009 / 2010

The improvement of SMPLB Negeri Selat Kapuas that has collaboration with SDLB in the teaching and learning, there are some additional special programs for disabled students depend on their disability. For example the blind students has special program called orientation mobilitas (OM) that is training them to use senses. Furthermore for deaf students, their special program is *Bina Prestasi Bunyi dan Bicara*, which is attention with lip movement and communicate using gesture. The special program for cognitively delayed students is *Kemampuan Merawat Diri*. It is program that can help the students in doing their daily activities such as how to take a bath, how to wear their clothes etc. Moreover, physical disabilities students also give special program that call *Bina Gerak*, it is a kind of training relating to body movement. In SMPLB, cognitive delay and deaf students also give training like how to sew; it can be useful for them after they graduated from their school.

The professional teacher is also paid attention by following in every training and education programs in developing quality of the school. Training that has been done are as follow:

- a. Teacher's upgrading children with special need of inclusive education in 2006.
- b. Education and training to improve competence of teacher of SLB and inclusive's schools in Central Kalimantan in 2010.
- c. Training orientation mobility of blind students in IFKIP Bandung in 2007.
- d. Training and education programs KTSP in Palangkaraya in 2008.

Whereas another development in the school with activity and contest that was followed by students, they are:

- a. Run race, champion 2 in palangkaraya in 2008.
- b. Singing contest in Palangkaraya in 2007.
- c. Drawing contest in Kuala Kapuas in 2009.
- d. Training and education program of computer course.

## **2. Condition of Teachers and Students in SPMLB Negeri Selat Kapuas**

### **A. Teachers' Number**

The number of teachers in SMPLB Negeri Selat Kapuas is 7 teachers and 2 staffworks. If it is seen in administration, some teachers that teach in the school have status non permanent teacher. In common, the teachers had had college degree. There are 4 teachers. Other teachers have graduated in DIII, PGSD and SMA. To make it clearly about teacher's number, staffwork and data can be seen in appendix on table 1.1 and 1.2.

### **b. Students' Condition**

Total of all students SMPLB Negeri Selat Kapuas in academic year 2009/2010 of all disabilities are 10 students from grade VII to grade IX. But, there are not students of grade IX because they don not continue their study.

The students of cognitively delayed is include group C in kind of disabled students. The total of cognitively delayed students in SMPLB Negeri Selat Kapuas in academic year 2009/2010 is 4 students, from grade VII to grade VIII. From the specific can explain that the total of cognitively delayed in grade VII is

3 students. And than for grade VIII is only one student. To make clearer, it can see in appendix table 1.3

## **B. Data Presentation**

### **1. Teaching and Learning English at Junior High School for Disabled Student Negeri Selat Kapuas**

#### **a. Lesson Plan**

The process of teaching and learning activities will be good if the teacher especially English teacher make lesson plan earlier before teaching in the class.

The result of interview on July 4 and 11, 2009 with English teacher of SMPLB Negeri Selat Kapuas uses curriculum of KTSP that has been adapted by the students of SMPLB. The writer's indicated that the curriculum especially English; the teacher can implement the planning of teaching and learning process. But the lesson plan sometimes is not appropriate with either goal or competence of disable students. In teaching English material, the teacher extended the limit material of lesson. For example, when English teacher extended speaking skill about transactional and interpersonal dialogue with limited its lesson is greeting. The indicator said that the students can say and use the sentences to talk with their friend. Infact, they are only able to write and to say one word or one sentence of the sentences given by the teacher. Also, the students could only read a very few sentences they had heard from the teacher. Therefore, the goal on planning is not succesfull because of the students' restrictiveness. In establish material, goal, and method is used, the teacher always consider their ability and time allocation of the

available, especially cognitively delayed students. The teacher had tried their best; however the students could not understand her well.

b. Material

In teaching and learning English material, the English teacher should be based on curriculum of teaching and learning especially cognitively delayed students. The curriculum should put lower because look for students abilities is according to the English teacher. She said that there is not English book as guidance from government. So, SMPLB Negeri Selat Kapuas is used English book for SMP publication of Intan Pariwara. The teacher assumed that is easier to understand of them than another book.

The result of interview with the English teacher is in extending materials mostly similar with normal students in general. In explaining the material for cognitively delayed students, it needs much time. It depends on the characteristics of cognitively delayed children. They could not think abstract things. Also, the different way in reading English and Indonesian language made them get confuse.

There are many materials that is extended whereas time allocation only two hours in a week. Therefore many materials could not be discussed in class.

The result indicates that the activities the teachers do in teaching and learning process at SMPLB Negeri Selat Kapuas on English's subject on June 11, 2010 can be as the following:

Teacher came to the class and greets the students with “good morning my students, *selamat pagi*”, and the teacher used gesture. Then the students answered

her by saying “*pagi*”. Although they used Indonesia language, she taught again her students to saying “morning ma’am” and the students repeated. When the teacher asked them what lesson has been studied last week, the students only kept silent and could not answer the question at all. So, the teacher explained again a few materials that had been given last week. And the students only responded it with said “oh!”

In this meeting, the English teacher gave some basic vocabulary of speaking skill. Firstly, she wrote in the white board as:

- |             |          |
|-------------|----------|
| 1. Hat      | 2. Ring  |
| 3. Shoes    | 4. Comb  |
| 5. Necklace | 6. Tie   |
| 7. Bracelet | 8. Watch |

After finished writing in the board, the teacher asked students to write the word in their note book. She said that her students are careful in writing, it took much time to write the material especially students’ name is Ahmad. So she might wait them for about 20 minutes for writing same above. The teacher paid attention to see white board. She was making reference to one word “tie” and hold the tie while was saying “tie”. One of student said that “bu, itu dasi”. The teacher said, it was correct dan explained the meaning of tie. Teacher also wrote the meaning in white board. She read agains all word in white board and her students repeated. Then she asked students read one by one come in front of class as exercise. Although children of cognitive delay were lack read with spelling was bad, but it is enough to understand what they said. The teacher helped to make good their

pronunciation patiently. She said that they tried bravely to read it was very important. In the last lesson, the teacher reads one more again; to hope the students can remember spelling and meaning of those words. After that, their written task was collected and gave score by the English teacher. She also praised for their written work with give motivation to other students write ordely too. Finally, the teacher controlled the student to prepare all of their stationary, and asked to sit orderly and she was counseling to them and closed with greeting “good bye students and have a nice day”.

#### c. Method

The result of observation indicate that English teacher in perform teaching and learning English using various method such as direct method, grammar translation method and total phisycal respond method. The approach the teacher used in teaching English is individual and group approach.

In addition, in one meeting the method used by the English teacher in teaching learning English process is not only one method, but a combination of two or more kinds of method. For example, when gave material of the degree of comparison, teacher used combination method. They are grammar translation method and direct method. The teacher gave explanation earlier about the material. It used mixing language both of English and Indonesia. According to the English teacher, with teaching like that the students can be familiar with English. To make lesson clearer, the teacher gave some examples in a direct manner like compare some books or another thing and also applied to students in high, age,



and weight of students' selves. It could be seen that students are more interesting and enjoy doing it. Students' name is Edy. He looked to compare his pigmen with friend, and then the teacher helped him to make expression in English.

In reading skill, the teacher was using audiolingualism method which before students read, they listened early their teacher read. According to her, the students are more active attention when the teacher read than listened the tape. It is because the sound was not clearly and students lost attention for the listen. Based on observation, they were fair in reading English. The teacher is patiently to lead them; sometimes she followed what they read. If they have mistake in reading, she will shout to fix it. With this experience affix, therefore it will be based on developmental their reading skill.

Drill method was used in teaching learning English. It is because the teacher can be monitor of improving their skill. Then, method of total physical respond can use in giving material of English at SMPLB. The method needs condition of them. Based on ond observation on Juni 17, 2010, it was rarely used by teacher, because sometimes the students were lazy and hard to command them. So they only saw the teacher did it. When they invited to do it, one of them said *"tidak bisa bu! Malas ku"*

To support teaching and learning English of cognitively delayed students not only using method, but also each subject include English is entered special program. The program is very important which have purposes are children have skill to take care them selves, confident in adaptation with their environment. In this special program, they taught how using clothes, take abath, eat and drink with

right hand, and other thing about their daily activities. The English teacher gave those programs mix language between English and Indonesia. It has goal to familiarize English for the students.

#### d. Media

The result of observation indicates that in teaching and learning English, media is important. Media can help the students understand the material in other word. The material that is given by the teacher attracted the students' attention.

The media that were used by the teacher in teaching and learning of cognitively delayed students are pictures, poster and line drawing. With the media help the teacher in presentation material and the students are more attention when study in class. In English lesson, the teacher often used picture that was drew in white board or directly to object, for example on July 22, 2010 for the material is introduce part of head. The teacher asked students about the picture. Then she showed one of part at the picture, student answered using mother tongue. Finally, she said again while was modeling it in using English, and students repeated after her. This is example of picture that can be using by teacher in English about part of head can be seen in appendix.

In listening material, based on interview with the teacher, she has difficult to do it. It is because less media for listening that support her and also students' factor, they are lack concentration in lesson especially listening material. It was caused by their intelegensi (IQ) under normal average, so in cognitively delayed childrens' learning requires a lot of training and skill.

#### g. Evaluation

Evaluation constitutes basis tool for teacher to know intent attainment success after teaching and learning activity and also measure of teacher success in material representation. Based on observation result, the teacher is hard to do pre test because the students have abnormality to hard remember so teacher must repeat again before hand out material. They often do test in written test that is done to know and measures student ability about material had taught. The kind of test such as matching or fill in the blank

There is evaluation form for SMPLB's student based on interviewed as follows:

- 1) Achievement in English, it means students' achievement got score that is determined in skill and ability in English language, in reading skill.
- 2) Students are being active in teaching learning process. For example, do either assignments or homework that is given.

The cognitively delayed students also follow examine. The material of examine is standardized, by English teacher of SMPLB own because their ability under average normal. Problem that is made by the teacher, and then it bring up to DEPDIBUD to get assent, what question that is reasonable tested or not to cognitively delayed students depend on curriculum. To make clearer, the examination enclosed at appendix.

## **2. Factors that influence teaching and learning in SMPLB Negeri Selat**

### **a. Teachers' Factor**

Teacher is one of component in teaching learning proses, which participate in give knowledge for students and develop studends' potency in educational.

The English's teacher at SMPLB Negeri Selat Kapuas graduated from D3 Lambung Mangkurat University Banjarmasin, English major. And now, she is studying at UNISKA Banjarmasin for S1 program. She has taught in SMPLB Negeri Selat Kapuas since 2007 until now.

The English teacher's education background is a teacher who is prepared to teach normal students. Therefore, she admitted that she got difficulties in teaching learning English to disabled students especially cognitively deyaled. She said that, she sometimes got confused in teaching them. Therefore to solve the problem she tries to read books and understanding about children which have abnormalities and also to attend training for teaching learning disabled students. Besides that, she also asked for opinion or help from senior teachers who have been teaching at the school for many years.

The teacher also tried to find suitable methods in teaching and learning English for disabled students. It is because teaching and learning students need many efforts and much patience. Otherwise, the teaching and learning process, especially in teaching English will not mean anything.

(Result of observation and interview, 19 juli 2010)

#### b. Students' factors

In junior high school for disable students or SMPLB Negeri Selat Kapuas have 10 students of all disabilities students. The cognitively delayed students are 4 students who is mild classification. In teaching learning process, students have disability like cognitively delayed so impressed slowing in give response to what does be modelled by the teacher. It perhaps record map of their intelligence can't revolve by spontanous and fast. The students are slowly impressed, but they show reaction wants to do what the teacher do.

While teaching and learning English in class happened, some students of cognitively delayed were visible like English. In accepts and absorb English lesson that could be looked difference of one child with other, and their absorbing power to even study variably. It was based on observation in teaching learning process in class. Where students like mathematics or count, so the teacher made in such a way of English to hope students give attention in the lesson. Based on interview to the English teacher, the students of cognitive delay in teaching and learning, if they like subject they can attention and do exercises that is given but it is not interesting they do other. It could see when teacher asked them to read one word as "necklace", and then one of students said "*lupa aku bu, kd paham*", it means the student cannot read and boring with the subject. Alhought he was forced, he still did not want to read and did anything. Beside that if they want to go home before the schedule time, teacher can not force to study because it is not effective.

Cognitively delayed student is student or child that always on the cadge attention to teacher as a lot of asking by same question, even if it was answered over and over. If they were asked to understand with material, they would said understand certainly. But after they were given some questions, they could not answer it at all. It is because the students have weak of memorized in their brain and also their characteristic always needs more attention from the teacher. They like students Elementary School, although their age is older than their thinking.

Although the students of cognitively delayed have problem with their mental, but they are looked interesting in English by they always ask homework to the teacher when the writer was doing observation in SMPLB Negeri Selat Kapuas.

(Result of observation and interview, 30 Juli 2010)

#### c. Facilities Factor

In the institute education facilities that relation with teaching learning activity is very important. There facilities are at SMPLB Negeri Selat Kapuas that has relation with English, lesson based on interview with the teacher and headmaster can take that facilities in the school is equal to. It could be seen there are media such as pictures, posters and some media for blind students. They do not have facilitiy of language laboratory dan English book; it will be constrained teaching and learning process in English subject.

Besides, there are other facilities as bording house for disable students, sporting goods, skill aid such as sewing machine, and library that join with SDLB,

so with that facility it is expected. It will make easy teaching and learning for students mental developing of cognitive delay

(Result of observation and interview, 30 Juli 2010)

d. Environment factors

School environment is more influence in teaching learning process after family at home. Environment which is peaceful, calm and quiet it will be possibility to create conductive's atmosphere in teaching learning process. The location of SMPLB Kuala Kapuas is the center of city. The school combines to SDLB and also is behind Elemantary school selat Dalam I. Based on observation and interview with headmaster, this situation is helpful for the students to interact each other. So, they are confident to communicate in the society. The environment of locations' SMPLB Negeri Selat Kuala Kapuas is adequate. The total of classroom is 4 classes. If it is classified, it will be more than it. It is because of few students, the students mix with several of disabilities at one class. The teacher think that it helps the students of cognitively delayed in study. For example, the deaf students can teach again to cognitively delayed students so there is step-up in learning. So, teaching and learning process can be performed with every consideration.

(Result of observation and interview, 2 Agustus 2010)

### **C. Data Analysis**

Based on data already being presented previously, it can analyze is clearer about problems has already been explained.

Generally, it can be said that the process of teaching and learning English at SMPLB Negeri Selat Kapuas was performed well. Before teaching, the teacher made planning, using material and method and media. The teacher is also performed final evaluation. Although, the teacher still encounter some difficulties in teaching and learning English of cognitively delayed students.

#### **1. Lesson Plan**

Before beginning of teaching and learning process in class need a planning. Based on data presentation, the English teacher of SMPLB Negeri selat Kapuas makes teaching that points on KTSP's curriculum special for SMPLB on English subject. Preparing lesson plan, the teacher can pass on study material with performed it appears with marks sense planning that is made in one semester, even lesson plan which is made sometimes in conflict with what was plotted because situation and condition of student which have abnormality. To solve this problem, the English teacher makes plan and material that is given becomes simpler and easier for cognitively delayed students. But in establishing aim and method material and English teacher should consider ability, material depth, to the effect material, and available time allocation to student that has abnormality, so learning get in one's line been reached which is wanted.



## **2. Material**

Material is component that really influence to teaching learning process. Based on data presentation, material of English lesson that is given at SMPLB Negeri selat Kapuas this corresponds to curriculum.KTSP. Book which is used is English book for SMP published by Intan Pariwara and add with other supplementary references. But material that exists in that book regular shall adjust student ability while forwarding it. Material is given even sometime too short by available time allocation. Therefore English Teacher ought to choose really material needs to be given unto by student that have that abnormality with regard available time allocation. So event teaches, the English teacher always more emphasizes on pronunciation or spelling.

## **3. Method**

Method is sectioned that cannot be left in teaching and learning process. Method has been ever be used in teaches. The purpose of variation method is increase motivation and spirit of student in study English.

Based on data presentation, method that is used in teaching and learning English at SMPLB Negeri Selat Kapuas is good enough and performed. From that, the students can understand teacher explanation. Although it was done by time after time because their physical ability and mental is poor. Therefore, it is expected by teacher shall patiently teach it.

In each method which is used in teaching and learning English process, also use individual approach and group approach. So, the teacher plays role as

counsellor, if exists a fault that is done by student. Method that is applied has variation in teaching learning activity but all of method are done centre on teacher (teacher center). Special program that given to cognitive delayed children which is ability nurses self, so they can perform self-confident ahead other people and can work under own steam.

#### **4. Media**

Media has very important role in teaching and learning. Media can clarify learning. In SMPLB Negeri Selat Kapuas, media that on occasion of English's material is insufficiently equal to. There are only picture, poster and lining image. Sometimes English teacher use white board as variation media. Furthermore many things in the class can be media usually when learn vocabulary.

Based on data presentation is gotten, it can be concluded that media purpose that is at SMPLB Negeri Selat Kapuas on education performing is still less. This was proven by media limited at the moment teaching learning happens

But then, it is better if provided by facilities as language laboratory and English books so it will really improve in English's teaching learning.

#### **5. Evaluation**

The last step of teaching and learning is evaluation. And evaluation is done to know successful of giving material to students and measure of ability of students, after teaching learning activity.

Based on data presentation, it can be seen that performing evaluation, in English lesson adequately performed, it was visually while the teacher did evaluation in written test. It is given to student at last material and final subject discussion. The kind of test usually the teacher used is multiple choice, matching, complete the sentence and fill in the black. In VII grade, the teacher make test is combined with count (mathematics). They students could answer the test though is only 50 %, but it said well.

Meanwhile pre test in the early teaching learning activity, the teacher has difficulties to perform because of students selves There is form even evaluation which is Achievement in English, and being active of student.

Besides that, factors that influence teaching learning English which is:

### **1. Teachers' factors**

Teacher is very important in teaching and learning process at school her duty is appropriate with her profession. There is one English teacher at SMPLB Negeri Selat Kapuas. From the data is seen that English teacher in SMPLB Negeri Selat Kapuas has background D3 Lambung Mangkurat University Banjarmasin, English major and still study on to S1 at UNISKA Banjarmasin.

Formally the teacher is less support in teaching and learning process because her background is an English teacher who is prepared to teach normal students. But, the English teacher gives enough to provide maximum results in teaching English and is visible at moment of evaluation. But, experience of the teacher can be said enough the confront disable students. It is mean experience has influence to teacher in teaching English to diable students. Although, the

teacher had joined in training and seminar of education. But the teacher must add some training or seminar that relation with teaching learning of disables student and their physicology. Moreover it needs interest of English teacher with cognitively delayed students, so the teacher can be mixed up when teaching learning process in class. So that, English teacher not only best in teaching English but also knowing about physicology of cognitive delay students and disable students generally. It can make the English teacher professional in teaching learning.

## **2. Students' Factor**

Student factor are also one of the factor in teaching learning English. In this case to material, students of SMPLB negeri Selat Kapuas have contribution of teaching and learning process. Although they have mental problem, but they study enthusiastically such as quite active and enjoyed the material presented in the class. Sometimes, they feel bored with study and doing what they want to do. In here, it is need guidance to student, depend on limitation which exists on self student, so student understand and accept English's lesson easily and truthly. Their age is not same with their thinking. The students are childish. In doing achievement, the students of cognitively delayed need more time to do test that is easier for normal students.

### **3. Facilities' factors**

Facility equipment in one education institute can help to a success in teaching learning, well that class room and its content, display tools, book of subject and another supporter book or any references book needful.

Based on data presentation, it is known that facility at this school is equal to in general. The facility at SMPLB Negeri Selat Kapuas is sewing machine, some posters and pictures. It is help the English teacher to extend English material for the students. But then, it needs again to add such as book of pictorial story, guidance special English book for cognitively delayed students, practicing room and library. The facilities have to be taken into account in establish methods and the teachers should use maximal some facilities at school. So, it will support in teaching learning process and had an effect on the goal that want, with complete of facilities help in teaching and learning English process in the class.

### **4. Environments' factor**

School environment has impact at teaching and learning process. The environment can to be communication by the teacher, friend and social that backs up to education success. Location SMPLB Kuala Kapuas is corner of city. The school combines with SDLB and behind the Elemantary school selat Dalam I. It can help teaching learning process especially for communication. There are some disable students in same class. It has influence when English teacher gave material, especially speaking skill. Although, in other hand it can spur on each student to be compete in English subject, such as the blind students can teach

again their friend of cognitively delayed student after the end of English class. Sometimes, the blind students also speak English with cognitively delayed students with gesture. It helps for cognitively delayed students increase their English vocabulary.