

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the findings and discussion. The findings design to answer the research problem. The research problems are what kind of teaching style that teacher used to teach mental retardation students and what are the difficulties during the teaching process.

The section covered the teaching syle that teacher used in teaching English and the diffilculties that she faced when teaching English for mental retardation students.The discussion designed to discuss the findings which were also about the research problem.

#### **A. Findings**

There are two statements of problems that have to be answered on this research. The first problem is about what kind of teaching style that teacher used in teaching English and the second problem is the difficulties that teacher faced when teaching English. The data of this research are collected from observation and interview from English teacher in SMALB.

The observation is used for collecting the data from SMALB in three classes : XC, XIC, and XIIC. Total numbers of the students were 16 students, 8 male students and 8 female students. Then, the interview with the teacher of English in SMALB.

The researcher collected the data related to the first problem statement by doing observation to look for information about the teacher's style in teaching English for mental retardation students. The second, the researcher analyzed the result of the interview to get more information what is the teacher's style when teaching English. The results of this research for several teachers can learn how to teach English for mental retardation students. The last, the researcher analyzed the result all of data from observation and interview to resolve the problem.

The observation was conducted on Thursday September 19<sup>th</sup> 2018 until Thursday November 8<sup>th</sup> 2018 while the interview with the teacher was on Wednesday October 24<sup>th</sup> 2018.

This chapter then explained the finding based on the data that found in the school. The first finding about observation and it was done three times observation in the class X, five times in the class IX, and four times observation in the class XII, while the English teacher in the classroom.

Based on observation there were two kinds of teaching style that used by the teacher in teaching English for mental retardation students.

#### **1. Teacher's style in teaching English for mental retardation students.**

In this research, the researcher found the teacher's style in teaching English for mental retardation students. The result come from observation, where the researcher observed three class for mental retardation students. From observation, the researcher found if students level in tenth grade and twelfth grade more clever than eleventh grade. During the researcher did observation, the researcher was not see the teacher gave them short conversation at eleventh grade, they just learned

about vocabulary and it's easier than tenth grade. When the teacher taught tenth grade the teacher some gave short conversation for them and also for twelfth grade.

When researcher did observation , the researcher saw how the teacher taught the students. In twelfth observation the researcher saw if all of material or knowledge just from the teacher , the students just pay attention and receive the knowledge. In other words, the teacher used teacher center approach. Teacher center approach make the teacher as a role or model and the teacher may attempt the teacher to maximize their delivery of information and control of the class while minimizing their time and effort. For Example in the first observation the researcher saw the teacher said “good morning” to students but all of the students did not know how to answer that. So, teacher explain to them what the meaning of “good morning” and the other greeting like good afternoon and good night.

After the teacher teach and explain then about “good morning” the teacher did greeting again. In every observation the researcher saw if the teacher must be repeat and explain about greeting. If the teacher did not explain the student did not know how to answered the greeting.

In Teacher center approach there are two types of teaching style , there are formal authority and demonstrator model. In grounded theory, formal authority is the teacher who feels responsible for providing and controlling , the flow of the content and the student is expected to receive the content. In SMALB B/C Dharma Wanita Banjarmasin, English teacher is not concerned with building relationships with their students, the teacher just gave them the material and

explain them without asking them to build relationship with the teacher or the other students.

For instance in some observation the researcher saw if the teacher just asked student to read what the teacher wrote on the white board. The researcher saw during observation the teacher never asked student to talk with another student example for read short conversation or greeting.

Different with formal authority, demonstrator model in grounded theory is type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students to develop and apply these skill and knowledge.

Instructor with this teaching style are interested in encouraging students participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

During observation, the researcher saw if this style was not used in English teaching at SMALB B/C Dharma wanita Banjarmasin. Researcher found the teacher just using formal authority for teach student with mental retardation. Sometimes the teacher attempted to encouraging students participation but that not working. The student still difficulty to built their focus to the lesson because they were not interested with the material. But if they like with the material they could participate in the teaching process for example in observation twelfth, the teacher taught about "animals" the students enthusiastically by variety of answer about animals. They can mentions kind of animal when the teacher asked them. It

means if they like with the material they can participate during teaching process but if they did not like or not interested they difficulty to build their focus during the lesson.

During researcher did observation, students just receive the knowledge, they cannot develop their knowledge. The teacher some times tried to provoke student's responsibility but it not working for them. The student just silent and waiting the teacher gave them the knowledge.

## **2. The difficulties during the teaching process at SMALB B/C Dharma Wanita Banjarmasin**

In this research the researcher identifies the difficulties during the teaching process at SMALB B/C Dharma Wanita Banjarmasin, the result getting from interview, The researcher conducted the interview with the English teacher was on Wednesday, October 24<sup>th</sup> 2018. There were five questions the researcher asked the teacher which was related to the teaching process. During interview, the researcher used Indonesian language and the teacher also answered use Indonesian language. The researcher used Indonesian language because the researcher avoid miss understanding with the teacher. The researcher interviewed the teacher after the teacher taught the class. Actually, the researcher gave more than five question but it just support question related with the main question.

The researcher asked about what is she educational background and how long she teach at SMALB B/C Dharma Wanita Banjarmasin. and base on interview, the teacher said “ *STIKIP PGRI dan tiga belas tahun*” the teacher graduated from STIKIP PGRI and she had been teaching for 13 years. His major

when studied in STIKIP PGRI is English language but for normal students not for students with special need. She invited by the head master of SMALB B/C Dharma Wanita Banjarmasin to taught in SMALB because in SMALB they need English teacher.

After that the researcher also asked about how did she teach every skill for mental retardation. Based on interview she said “*dominan writing dan reading*” it related with research observation. During observation the researcher saw if the teacher almost did writing skill and reading skill. The researcher saw if the teacher asked them to speak they do not want. They just silent.

The teacher’s reason why she just used two skills because student with mental retardation have some problem with speech so that make some difficult if asked them to aplicate speaking skill to them for example anni from class IX. She can not if we asked them to pronoun every word maybe she did but it so lowerly. If the teacher forced them to speak loudly she will cry and did not want to go to school again.

Although listening, some times what we say didn’t same with what they hear it make some trouble to aplicate listening skill. Because they did not know how to spell alphabet in English language. They pronounce the word used Indonesia pronoun. And difficult to taught them to spell used English pronoun because today we taught them about that, next week we must taught them again about that.

In teach English language for mental retardation, it was not important to learn them about how to spell. The important thing is how to let them know the

meaning of the words. In this interview the teacher also explained to the researcher how she taught the skill when she did skill writing she just asked them to copy what she wrote in the whiteboard or find something in their handbook that related with material also with reading skill she just asked them one by one came in front of the class and read the short conversation in the whiteboard.

After asked about the skill the researcher also asked about approach that the teacher applied to teaching student with mental retardation. Based on interview she said "*itu tergantung siswanya*" it means every student has different approach to taught them about English language.

If the teacher faced with student that has problem with his speech the teacher used sociolinguistic approach, this approach make the teacher should prioritize the formation of student language behavior that can be understood well by the student, rather than prioritizing the accuracy of the pronunciation or the structure of the sentence. It related with students who have speech disorder and the teacher understand because his disabled cannot forced to pronounce correctly.

The other situation like if the teacher faced with student who has problem with their grammar she used sociolinguistic approach so they not confused for example Sukma from class XII C she always said "pr" is "rp" reverse, and also Sulaiman he always say "is" is "si" the teacher cannot say that is wrong because although they say that they know that means rp means pr "*pekerjaan rumah*" not "*rupiah*"

Another question that the researcher asked to the teacher is there problem when taught student with mental retardation students. Based on interview she said

“*materi sangat sederhana, karakteristik siswa dan fokus*” the teacher mention three problems when she taught mental retardation students.

For ten grade the teacher must make a material very easy cause their ability below standard, actually their ability difficult to increase though they already eleven grade or twelve grade. Maybe increase but just a little bit not to much. And also the researcher must know their character because besides they have problem with their iq they also have problem for example in their self adjustment , their personality problem and etc.

Because every students have problem with their IQ they difficult to focusing their attention to the material, they can focus if they interested with the material. The last question that the researcher asked about whether student with mental retardation can compete with normal student.

Based on interview she said “*sulit*” why she answered like that because she knew the students with mental retardation had limited with their IQ. Their IQ could not increase higher than 70 , it became our reason why after the middle test students were not study about the material anymore, they tended to develop their skill in arranging flowers, cooking and soon.

## **B. Discussion**

In the previous chapter mentioned, there are two questions addressed in this thesis, which the questions are what kind of teaching style that teacher used to teach mental retardation students at SMALB in SLB B/C Dharma Wanita Banjarmasin and what are the difficulties during the teaching process. Based on



the data the researcher got from interview and observation and after all of the needed data are completed, in this discussion, the data will be analyze based on findings of the data that have been presented before. The researcher provides the discussion below :

1. Kind of teaching style that teacher used to teach mental retardation students.

According to the result of observation, the researcher found Mrs. Yuli Sri Handayani using teacher center approach. Teacher center approach is make a teacher as a role or model to the students. Teacher may attempt to maximize their delivery of information and control of the class while minimizing their time and effort.

In the teacher center approach there are two kinds of styles there are formal authority and demonstrator model. Base on observation and interview the English teacher at SMALB used formal authority style when did teaching process in mental retardation class. It related with Grasha's theory about formal authority style.

According Grasha (1994) Formal authority is style that possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things".

It can be seen from how she taught, the teacher makes herself a center of science and students only get what she gives. No one students told to find their

own creativity, students just become object. This style in my opinion is suitable for children with special needs who have problems with their IQ because they can only expect to get material from the teacher.

Eventhough the teacher has tried to make a clue so that they can answer or get their own lessons, it is too difficult for them because even though their age is mature but the IQ is still equal to elementary school children. So teacher cannot aplicate other style because it can be difficult to students with special need.

## 2. Difficulties during teach mental retardation students

According to the result of observation and interview, the researcher found there are some difficulties experienced by the teacher when teaching students with mental retardation, such as :

### a. The teacher must make the material as simple as possible.

According Kemis and Rosnawati (2013) in their book "*Pendidikan anak berkebutuhan khusus tunagrahita*" they said if mental retardation students have some problem such as learning problem, self adjustment, speech and language disorder and personality problem.

IQ is the most dissabled for student with mental retardation. Their IQ lower than 70% i, it means they have difficult with their ability about language and etc. Although their old is so mature but their IQ still like students in elementary school, it is the reason why the teacher must be make the material as simple as possible so they can capture the lesson given by the teacher.

b. The teacher must understand how to respond to each student.

According Sellin (1979) proposes four approaches in language teaching to mentally retarded children, there are sociolinguistic approaches, psycholinguistic approaches, behaviorism approaches, and ethological approaches. So teacher must be understand how to respond each student because not all student can aplicate the approach.

It must be balance with the student, there is students can she aplicate sociolinguistic approach and cannot aplicate sociolinguistic approach. And students with mental retardation also have problem in their personal. According Kemis and Rosnawati (2013) in their book "*Pendidikan anak berkebutuhan khusus tunagrahita*" they said if every children with mental retardation has different character.

There is student cannot speak loudly because she has problem with his personal. There is student has problem with his self adjustment do that student difficulties to understanding and interpreting environmental norms.and there is student has problem with their speech. So teacher must be aplicated approach related with every student's problem.

c. Turn back student's focus to lesson.

Students with mental retardation usualy have problem with their focus, they can no pa attention with teacher explain about material. They focus easy disturb, so teacher must call their name several time so their focus can turn back to the lesson, but it just for a few minutes.