

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would be present findings and discussion about Teaching EFL Learners with Special Needs at SLBN 2 Pangkalan bun.

A. Findings

In Findings, the researcher will presents the data that have been collected from Observation and Interview to the English teachers at SLBN 2 Pangkalan bun.

1. Strategies Used by the Teachers in Teaching EFL Learners

This research was conducted at SLBN 2 Pangkalan bun which is located in West Kotawaringin, Central Kalimantan. This chapter present the result of research in the form of description of the Teaching EFL Learners with Special Needs at SLBN 2 Pangkalan bun. The result and the discussion of the research are collected based on the observation which has done inside learning process and interview which has done after observation. The research doing observation to the students with mental retardation and student with hearing impairment class. There are 5 students with mental retardation at Senior High School school, and 1 student with hearing impairment at Junior High School.

There is something different in this semester than all semesters before. All students should study from home because there is pandemic COVID-19 in Indonesia which came around March 2020. It makes teaching

learning could not take place like usual. SLBN 2 Pangkalan bun applies a visiting teacher system, it means the teacher have to come to students' house to give the lesson. The teacher comes to students' house once for a week, and every teacher have their own way to teach the students. To do observation, the researcher followed the teachers to come to students' house one by one. The researcher observing all data that she needs. The researcher do observation to T1 for three times. First time in first meeting on November 10, 2020. Second time in third meeting on November 17, 2020, and the third time in sixth meeting on November 24, 2020. And the researcher do observation for T2 also three times. The first time in second meeting on November 12, 2020. Second time in fourth meeting on November 18, 2020, and the third time in fifth meeting on November 20, 2020.

So, these are several strategies that T1 and T2 use to teach students with special needs at SLBN 2 Pangkalan Bun:

a. Cooperative Learning

During observations T1 who teaches students with mental retardation, she prepares any material sheet to teaches students. Almost all of students look happy the T1 comes to their house. Before teaching she always do some approaches to get students' attention and could touch students' mood. Like asks how they are doing, gives positive smile and good spirit before begin the lesson, and also aks students to open the lesson by reciting a pray. This is also reinforced

by the teacher's statement in the interview on November 26, 2020, "I must use the appropriate approaches before begin the lesson, it aims to all students feel happy to study and always feel comfort when I teach them". T2 who teaches student with hearing impairment at junior high level, only teaches one student. T2 uses material sheet and any pictures as teaching media. During observation, the T2 doesn't open the lesson by reciting a pray, and if the student looks ready to begin the lesson she starts the lesson quickly. T2 doesn't do many approaches to get student's mood in learning. T2 usually invites student to talk about his busy life, his health, and she doesn't give student a lot of assignments because it will make him unhappy to see the teacher at the next meeting. T2 said in interview on November 27, 2020, "I teach students with hearing impairment who a quite smart, he rarely bothered when studying, so I also don't need to do a lot of approaches before studying."

T1 uses cooperative learning strategy during teaching learning for several time. It shows by asks 2-3 students to come to another student's house to study together with the teacher. It aims to make students who are not enthusiastic to study on their own, they will more enthusiastic to study because all activities are carried out in group learning. The teacher also said in interview on November 26, 2020, "To make students more enthusiastic in learning, sometimes i ask them to study in a group".

It is different with the T2 that only teach one student with hearing impairment at junior high school. T2 have a little problem to apply this strategy because there is no other student with hearing impairment at junior high school, so it makes she never apply this strategy, she teaches her student with other strategies and variations that can keep student's enthusiastic in learning English.

b. Metacognitive and Cognitive Strategy

T1 uses cognitive and metacognitive strategy by several activities. Before the T1 begins the lesson, she asks students to pay attention her explanation about the material (*Metacognitive strategy*). "Please give attention for our material today.", teacher said. After the students look understand to the material, the teacher gives some exercises related the material for them. The teacher said, "Now, please look at the picture, what the picture is it?" The students said, "A chair, Miss". "Good, okay now let's try to translate and write the meaning of the pictures from English to Bahasa, I will accompany you to find the answer in dictionary." teacher said (Observation result on November, 10 2020). The teacher uses some pictures to get their attention working on the exercises. During observations the teacher only uses material sheet and any pictures as teaching media. The teacher focuses on vocabulary skill in every material, like about the things in the class, adjectives, and objects in the environment (Interview result on November, 26 2020). The teacher uses cognitive

strategy which proven from ask students to taking notes the meaning from the pictures in English or from English to Bahasa. The teacher said in interview on November 26, 2020, “Students with mental retardation have special needs with their memory, they could easily forget what they learned in a moment, and that is one of my reason to make them focus on their vocabulary skill, the thing that is meant here is the ability to remember vocabularies. All activities can prove by taking notes/writing material and all exercises that I give, then ask them to pronounce every vocabulary that they learn correctly, and surely i always ask them to repeat and repeat as often as possible during teaching learning” (*cognitive strategy*).

T2 uses metacognitive strategy and cognitive strategy in her teaching learning. T2 gives full attention to the student to make student willing to pay attention with the teacher explanation about the material (*Metacognitive strategy*). After T2 tell to student about the material, she always gives several exercises related the material. The teacher invites student to answers the exercises according to what he knows, the teacher asks student to guessing the meaning for every vocabularies from English to Bahasa or vise versa. For example the meaning of “Good Job” (Observation result on November, 18 2020). Cognitive strategy such as guessing way looks appropriate to use in teaching student with hearing impairment. If the student doesn’t get the meaning for any vocabularies, T2 also helps student to find the

meaning. T2 describes the answer through behavioral cues. Like showing the meaning of the word “Hurt” which prove from ekspression or gestures (body language). Somestimes T2 also aks student to guess from her lips. So, the student have to read the teacher’s lip movement. Then the student guess what the meaning of teacher’s said. To make it clear, the teacher ask the student to write down what he understand. The student looks know and understand what the teacher said using visual part (observation result on November, 20 2020). For this strategy T2 also said in interview on November 27, 2020, “Usually, I focuse to vocabularies like ask student to thinking first about the meaning for every words, then if he really couldn’t get the answers, I ask him to guess the meaning that i described using sign language”. At the same time, according to the observation the teacher also uses cognitive strategy which prove from asks student to taking notes the material or exercises and his answer in a paper/book. The teacher also asks him to read all vocabularies for himself. The teacher said in interview on November 27, 2020 that student with hearing impairment has disabilities in listening and speaking, the teacher only could emphasize on his writing skill. And almost all English material, the teacher always asks student to taking notes the material and exercices, translate the meaning of English to Bahasa or vise versa, and also invites him to more remember a lot of vocabularies that they learn.

c. Direct Instruction

T1 uses Indonesian language to communication with students, include to explain the material and give exercises for them. T1 also said in interview on November 26, 2020, “I couldn’t use English language to communication with my students during teaching learning, because their limited to understand what I mean, so i always use Indonesian language to explain all material”. To apply the direct instruction, T1 usually are not using English. According to the observation, the common activity that teacher show from this strategy is give explanation for the material that will they learn. Teacher explain patiently, and T1 more focuses to vocabulary questions. Like asks student to get the meaning for every stuff that teacher touch/pointed out. “*Apa ini (meja) dalam Bahasa Inggris*” teacher said, “hmm , table”. The student’s answer (observation, November 24, 2020). T1 and T2 use this strategy occasionally during teaching learning.

T2 uses sign language to teaches student with hearing impairment. T2 said in interview on November 27, 2020, “I use sign language when I teach my student, because I teach student with hearing impairment”. T2 somestimes asks student in sign language to get the meaning in English about the objects around that teacher touch/pointed out. The student will answer in sign language too. If the student’s answer is right, the teacher will gives “Good” sign for him,

and if the answer is wrong the teacher will give “Wrong” sign for him. T2 also explain the goal of their material in real life.

d. Formative Assessment, Evaluation and Feedback.

According to the observations, T1 always build good and active interactions with students like always guide them to answer all questions, ask them about what they don't know and understand, and give full attention for students' learning activity. “Let's see! Which one that you haven't get the English answer from the dictionary yet?” teacher said. T1 usually invites them to find the answers in the dictionary before she gives feedback for their work in the last. After the students answer all questions, the teacher invites them to correct their answers together. The teacher also emphasizes the students's pronunciation skills. So, after get all the answers, the teacher invites students to read and pronounce every vocabulary. “Come on, let's read and pronounce every word correctly! *Kulkas* is refrigerator” teacher said. The students answer “Re-fre.... , ah it is difficult Miss”. T1 teaches them one by one to pronounce the word correctly. Around thirty minutes, time is done to the T1 teaches English for students. Before T1 closes the teaching-learning, T1 gives any feedback for students. T1 said “ Good job for today”, or sometimes the T1 gives an evaluation for students like asking “Do you still remember how we can say *kulkas* in English language?”. It aims to stimulate students's memory about the lesson, because students with mental retardation are

easy to forget what they are learning. Almost all teaching-learning run well until finish. During 3 times meeting when the researcher do observation, the teacher doesn't give the exercises or material in the form of a dialogue, sentence, or paragraph. She only uses simple vocabularies.

According to the observation, T2 uses this strategy for every meeting. T2 build good interaction with the student to make teaching learning run well and sometimes make a joke together to reduce the tension. "Sometimes, I like to make a joke with my student, I think a little jokes can make the teaching learning process less stressful". (Interview result on November 27, 2020). During teaching learning T2 gives vocabularies questions for student. She gives direction and guidance to student's activity. If student finish to answer all questions, T2 always ask student to check together his answers. T2 make student to think more if his answer is wrong, and guide him to think about the correct answer. This is always done by the teacher as long as the observation is done for three times. After the activity of correcting the answer is done, the teacher always do some evaluation, like repeats the material she teaches to student. T2 asks students about their topic they learned at that day and also asks student to looks at the pictures to evaluate student about their memory of remembering the vocabularies. According to the observation, T2 always gives feedback

to make student more enthusiastic in learning English, like say “Good job for today”.

2. Problems or Challenges Faced by the Teachers in Teaching EFL Learners

According to the observation the researcher found several problems faced by T1 which teaches students with mental retardation. These problems are affected by:

a. The Family

Sometimes, T1 has to face one student who don't want to study because he angry to all people around him include the teacher and all his friends, because he has a problem in his family. It makes the teacher must take a harder approach to her student. “Come on! Let's start the lesson, all your friends are waiting you” teacher said. The student answer to the teacher “I won't Miss, i don't want to learn”. Then, T1 only gives him any exercises from whatsaap as a replacement schedule because he didn't want to study together with the teacher. According to the observation and interview, T1 doesn't need companion teacher to help she in teaching students because she can handle all her problem with ownself.

b. Boredom

At the different time, T1 usually has to face students who don't have a good mood to study, students show their lack interest by behaving badly. So, the teacher must to seduce them extraordinarily until they want to learn. The student said “I won't Miss”, the teacher

answer “Just a little time, please!”. Finally the student willing to study with the teacher. Another problem from boredom factors should T1 faced is sometimes the teacher have difficult to get students focus in teaching learning. Like sometimes students focus on their activity than give attention to the teacher’s explanation. So, the teacher always try to gives full attention for them and build a quality conversation with them to get their focus in teaching learning (observation result from all observations).

c. Self-Esteem

During teaching-learning, the teacher also has to face students who often forget with the material they learn quickly, “Do you still remember the English language from *sampah*?” the student answer “I forget Miss”. It makes the teacher should tell to students repeatedly as often as possible, “English language from *sampah* is garbage” (Observation result on November, 10 2020). Another problem from self-esteem factors that T1 should faced is usually T1 have to faced students who really like to bargain the assignments. T1 said in interview on November 26, 2020, “I usually face one student who really like to bargain the assignment that i give, for the example if i ask her to do 10 questions, she just want to do 5 questions and she ask me to give her permission about it. Another example is i ask her to collect the assignments on wednesday, but she ask my permission to collect the assignment on Sunday, and this happens quite often. But,

to face this problem, i always try to be an assertive teacher by slowly make her understand the purpose of the giving assignments, so that over time she also willing to follow my directions and commands.”

In addition to the problems, according to observation and interview T1 also faced any challenges things when teaching students with mental retardation. Such as she must teach students with have several uniqueness and disability although she doesn't have special educational background and have to mastering all subjects. T1 also have to gives more extra approaches than teaching regular students and of course she must be more patient to teach students with special needs like her students. To find and use appropriate strategy to teach students with mental retardation also be a challenging thing for her, because to make students more remembering the material is quite difficult. But, she said she always can handle all challenges things well.

There are several problems faced by T2 which teaches students with hearing impairment. These problems are affected by:

a. External Factors

T2 faced several problems during teaching-learning to student with hearing impairment. Such as she must faced student who forget about the schedule teaching-learning, it also make the student is not ready to study at that time. To handle it, T2 always remembering the student about their meeting schedule to make student not forget about the schedule with her. Like send a message at night and repeat to send

the message 2 hours before the teacher comes to student's house (Observation result on November 20, 2020).

b. Self-esteem

Another problem that T2 faced during teaching learning is the student often doesn't understand what the teacher meaning in sign language, it makes T2 should explain more to make him understand. This is also reinforced by the teacher's statement in the interview on November 27, 2020, "I usually use aids such as writing words that I convey but are not understood by students, or by showing the objects in question around me, such as calendars on cellphones, and others." Not only that, the teacher also said if the student often late in sending assignments, passing predetermined deadline. But, she always can handle it well. "Always remind students 1/2 once a week, or if it's not done, sometimes I also give them time off because they have other reasons" (Interview result, November 27, 2020).

T2 also faced challenging things when teaches student with hearing impairment. She have to mastering sign language to can communicate with the student and explain the material well. Even though she doesn't know sign language, she learns and always practices it on the student, then it makes her mastering sign language. "I was really self-taught learning Sign Language because it is a demand for teaching students with hearing impairment" (Interview result, November 27, 2020). To build good interaction with student also be a challenging thing for her, because she

teaches student which has disability, this is different than teaches regular student, moreover she doesn't has background to teach students with special needs. She must be more patient and tolerant of the student. Same with T1, T2 also have to mastering all subjects because she also a homeroom teacher to student with hearing impairment at Junior High level. To handle the student she teaches, T2 does not need the help of a companion teacher. T2 can handle all problems with ownself.

B. Discussion

In this chapter, the researcher displayed the result of this research on the observation and interview. The data analyzed and reported systematically based on research questions about English teachers' strategy and teachers' problems/challenges things in teaching students with special needs at SLBN 2 Pangkalan bun.

According to the explanation above, there are 2 English teachers who have researcher observed. T1 who teaches students with mental retardation at senior high school and T2 who teaches student with hearing impairment at junior high school. English teachers who teach at senior high school and junior high school have in common strategies to teach students with special needs. Although they teach different students with special needs and different level. Based on the observation and interview, T1 and T2 uses several strategies according to the teory from Hattie (2009) in Hornby (2014) to teaches students with special needs. T1 use cooperative learning strategy, T1 and T2 use metacognitive and cognitive strategy, direct instruction, and formative assessment, evaluation and

feedback strategy. T1 uses some appropriate approaches before teaching-learning to get students' mood in study English. It also said by Uzunboylu and Ozcan, 2019 that it is important to present the content with the appropriate teaching method and approach for the education of students with special needs. T1 shows approaches by asks students about their activities at home during pandemic, gives good spirit before teaching-learning, and asks students to reciting a pray. During observation T1 and T2 always build good interactions with students to make all students always feel comfort to study with the teachers.

In another side, T2 asks student's activities at home in simple conversation and not gives student a lot of assignments which can make student doesn't happy to see the teacher next meeting. In line with that, Lewis and Norwich state that to teach students with hearing impairment, special skills are needed for teacher. It is thus suggested that teachers need an understanding of how to facilitate language development, whether it be spoken or involving the use of signs (Lewis and Norwich, 2005). To make the teaching-learning run well, T2 uses sign language to teach student. T2 uses this language for all the time. It contrast with the previous study that English teacher uses sign language to teaches students with hearing impairment for all the time (Umi Farikhah, 2017).

In applied the strategies, T1 and T2 show the strategies by several activities. First, T1 show cooperative learning strategy by asks 2-3 students to come to another student's house to study together which guided by the teacher.

But, T2 could not apply cooperative learning strategy because she only teaches one student with hearing impairment. Hattie (2009) in Hornby (2014) state that if there are many students in the class, it is very good to apply cooperative learning strategy in teaching learning proses, especially in inclusion class or special class. It will gives a lot of positive side.

Second, metacognitive and cognitive strategy. T1 and T2 applied this strategy with several activities. T1 and T2 always asks students to give full attention to the teacher's explanation during teaching learning. It shows metacognitive strategy. The teacher also asks students to thinking more about the material before they learn. In cognitive strategy the teachers asks students to taking notes the material/answers for every meeting. T1 asks students to taking notes the meaning from the pictures which related the material, it also did by T2 who sometimes also asks student to write down the meaning for every pictures T2 gives. In line with the theory of Mitchell 2014 in Hornby, 2014 that one of the strategy to teach students with disability are ask them to focus on study skills, it is includes skills such as note-taking, summarizing, organization, using checklists, as well as learning various strategies for improving memory. It contrast with the previous study that taking notes is one of the cognitive strategy which uses by students with special needs, especially in the research is hearing impairment students (Umi Farikhah, 2017). The teachers also asks them to more remembering the material or vocabularies that they learn to make them not forget for a few minutes. The teacher repeat as often as possible every material they learn. Such as theory proposed by Doung

and Thu (2006) states that memorization seems to be one of the learning strategy that help EFL learners use the English language. Sometimes,T2 also uses repeating material to make students more understand the meaning of that and get full attention from student. It contrast with the result of previous study that stated one of the teacher's strategy is repeat the material to get students' attention in the lesson. Although there are differences, because the study she conducted was in the inclusion class, it was seen that the asking students to stimulus their remembering in material is very effective strategy in teaching English (Rahmatia Rozana, 2019).

Third, T1 and T2 use direct instruction strategy. T1 show it by gives students explanation directly about the material for every meeting. It also uses by T2 for every meeting. T1 often gives a direct instruction in the form of asks student to say the stuff around in English, although the teacher does not use English when asking students to say the vocabulary. It is line with the statement of Hattie (2009) in Hornby (2014) that the teaching practices it involves are teacher directed.

Fourth, T1 and T2 use formative assessment, evaluation, and feedback strategy. T1 and T2 show it by guide students to finish their exercises until they get all correct answers. T1 and T2 also guide them to mastering the material well. The teachers do evaluation by asking their memorizing and understanding about what have they learn. And also gives feedback in the form of say "Good job for today" after all students be able to understand all their mistakes in answer the questions. Mitchell (2014) in Hornby (2014) state that the main

purpose of providing feedback is to motivate learners by informing them how well they have done and by showing them how they can improve.

Based on the data in findings, T1 uses 4 strategies and T2 uses 3 strategies in teaching English for students with special needs at SLBN 2 Pangkalan Bun. To applied the appropriate strategies the teacher should know first what the students needs and students ability before applied the appropriate approaches and strategies. Accordingly, it is important to present the content with the appropriate strategies for students with special needs. Based on observation and interview T1 and T2 look mastering the material and they applied the appropriate strategies to teach students with different disability and different level. T1 and T2 faced several problems and challenges things based observation and interview. T1 faced problems by factors the family, boredom, and self-esteem. T2 faced problems by factors External factor and self-esteem. All of this factors are according to the theory of Harmer (2001). Students who don't have a good mood to study English, students who always forget the material quickly because they are students with mental retardation who have disability with their understanding and memorizing, students who are not focus on the teacher's explanation, and students who really like to bid on assignments given by the T1. T2 faced problem such as student who sometimes forget the schedule of study with T2, student usually have any problems in understanding the teacher's explanation using sign language, it makes T2 have to explain more. Another problem T2 faced is the student often late to send the assignment the T2 gives. But, T1 and T2 can handle all problems well.

T1 faced challenges things such as T1 have to mastering all subjects because T1 also become a homeroom teacher for students with mental retardation at senior high level class. T1 have to become more patient person because she have to faced students which have disability who needs extra approaches before learning than regular students, it also be challenges things for her because she don't have special education background before. These are not much different from T2, she also has to face challenges things that are almost the same as T1. T2 also have to mastering sign language to make the communication run well, because she teaches student with hearing impairment. T1 and T2 also can handle all challenges things well.