

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The First Meeting In implementing inclusive learning at SDN Benua Anyar 8 Banjarmasin, students without disabilities and students with disabilities are integrated into the same class or learning group without separation. Normal students are not segregated from students with disabilities. Based on observations, it appears that the learning process inside the classroom at SDN Benua Anyar 8 Banjarmasin follows a traditional pattern. The teacher stands at the front of the class while students' desks are arranged facing backward for learning. Assalamualaikum wr.wb. „how are you" and the children answered "i am fine and you" and the miss answered "Alhamdullilah always fine and good job for we all" are you still excited today. yes miss. today who wants to lead the prayer, then miss asked the autistic child if nayla wanted to lead the prayer. then nayla's accompanying teacher also asked nayla, nayla wanted to lead the prayer. then nayla's companion teacher also asked nayla, nayla wanted to lead the prayer, but nayla didn't want to and there was a normal child who raised his hand and said "me mom" okay Rizal please come forward. okay beautiful and handsome children of mothers listen to their friends who pray neatly and raise both hands. then rizal began to pray, and after finishing praying he was told by miss to tutuk in his chair again. good children, are you still excited to learn " yes, miss spirit " beautiful and

handsome children today we are learning about animals, here anyone knows animals? compactly all the children answered "know mom, chickens, cats, ducks, birds. because the atmosphere in the classroom began to be chaotic, the miss said silent place. please listen to miss yes, don't make noise then miss asked nayla because of nayla's position sitting in front of the beautiful nayla mention 1 animal that nayla knows. nayla's companion teacher told nayla come on nayla mention 1 animal that nayla keeps. nayla answered the cat. that's right come on friends we encourage with applause for nayla.

‘Miss, in applying this TPR method, do you think this is very helpful in the learning process, especially in the class where there are children who have autistic disorders? I have been teaching here for more than 2 years before the independent curriculum was held. I taught children from grade 1 to grade 6 and in Class 2 has more than 7 children. So, in my opinion, this method is not only integrated with normal children, it can also be applied to special children, of course with a special accompanying teacher.’

The teacher brings a picture card which is stored in a small box and takes out a picture of a cat. What is the name of this? then miss walked up to the student and the student answered cat. What is the English word for cat? "cat miss" what's the sound of a cat?" meow meow" okay good job and they laughed. then mother went back to her table and took a picture of a butterfly, what picture is this, does anyone know? some of the children answered butterfly -butterflies, okay good job, now I want to ask whether butterflies fly, or walk or swim, can anyone answer? Butterflies fly, why can butterflies fly?

Because they have wings, ma'am. Now I ask you making groups into 3 groups will miss some of them about animals.

"when you want to teach, prepare a learning plan or do it comply with the learning plan that has been set, sometimes the learning plan is just a formality and I also have my own learning plan because here normal children and inclusive children are combined in one class. Oh yes miss means only one learning plan, do you think it can improve students' understanding, I think it's quite effective".

Group 1 please come forward. Each of you will give a picture of an animal and your friends will guess. then they lifted the picture. there are pictures of cows, goats and horses, then the friends guess in English and imitate how the horse sounds, how the goat and cow sound, continue with the second group, each of them holding a picture of a cat, dog and rabbit, then the friends are told to Guess how cats, dogs and rabbits sound, what their food is and likewise, group 3 each held up crocodile and snake after all the students had presented, then the teacher repeated the lesson they had learned earlier. OK, beautiful and handsome Miss children, we'll continue again tomorrow, let's all stand up and clap.

"I see earlier that it seems like the children are very happy and understand what you are implementing regarding the TPR method today, yes, because it really supports TPR, it really supports honing children's abilities and makes them continue to remember, thank you for your interview today, I will tomorrow come here again"

The Second Meeting in learning The children gathered in front of the classroom in row 2 in a row before entering the classroom. They shook hands with Miss because learning started in the morning. After the children had all entered, they were instructed to change the order of the tables and make a circle. help from the accompanying teacher, okay, beautiful and handsome children, before studying we have to pray, who here wants to lead the prayer? the children did not raise their hands and they had to pray together. Today we learn to recognize fruits. does anyone like to eat fruit? compactly answered everything I missed. Ok, let's play while learning by pairing fruit, let's play using puzzle.

“Miss weakness in applying this TPR method is that actually learning English should be possible three times a week, but now it's only twice a week and the time is also less than two hours a day, in my opinion it's still not enough, look at it carefully. The mix of normal and inclusive children makes time feel faster so the results are less than optimal”

Nayla, try it, miss, want to see how to match this puzzle into an apple, while helping Miss instructing and accompanied by her accompanying teacher, try to match the puzzle into a perfect fruit. good job Nayla you succeeded in applause for Nayla. try pairing this fruit and after that you move forward in the middle of the circle. instructing them on the name of the fruit and what vitamins the fruit contains, after everything had been presented they then sang.

Songs Fuits

Ayo kawan kita belajar nama buah-buahan Mari sebut nama buah

dalam bahasa inggris Manggo, Mangga Apple, Apel Watermelon, Semangka
Banana itu Pisang Avocado, Alpukat Itu nama-nama buah-buahan Nama buah
dalam bahasa inggris

After singing, Miss invited the students to sit down again. Now our
learning is finished here. Don't forget to always be enthusiastic, Miss. Children
"Thank you miss for allowing me to make observations and interviews in this
class, yes, thank you again.

B. Discussion

This research explores the importance of inclusive teaching practices in
English language learning, with a focus on creating a learning environment that
supports all students, including students with special needs. The research
results show that an inclusive approach in teaching English has a positive
impact not only for students with special needs, but also for other students in
the class.

Implementing inclusive practices in English language learning requires
a deep understanding of students' individual needs, as well as strong
pedagogical skills and empathy from teachers. Teachers need to be able to
create an inclusive learning environment, utilize a variety of diverse learning
strategies, and provide appropriate support for each student in the class.

Apart from that, this research also highlights the importance of
collaboration between teachers, parents and other related parties in supporting
an inclusive approach in English language learning. Good collaboration

between all parties can strengthen the implementation of inclusive activities and create a more inclusive and supportive learning environment for all students.

However, this research also identified several challenges in implementing inclusive practices, such as limited resources, lack of training for teachers, and community perceptions of inclusive education. Therefore, further efforts are needed to overcome these challenges and raise awareness of the importance of inclusion in English education.

Thus, this research makes an important contribution in strengthening understanding of inclusive teaching practices in English language learning. The findings from this research can be a basis for developing better inclusive education policies in the future, as well as inspiring efforts to create an inclusive and equitable learning environment for all students.

The above discussion underscores the importance of inclusive practices in English education and the pressing need to continue to encourage the implementation of inclusive practices to create a more inclusive, supportive, and meaningful learning environment for all students.