

CHAPTER IV

REPORT OF RESEARCH RESULT

This section examined the findings of the classroom observation and the results of the teacher interviews. Before further explaining about data presentation, the writer wants to describe the process of collecting data. This research begun On September 15, 2012 until November 15, 2012. September 19, 2012 until September 04, 2012 was implemented for documentary. September 26, 2012 until November 15, 2012 was implemented for observation and interviews for the English teacher has implemented on the observation.

A. General Description of Research Location

1. Brief Story of SMPLB Dharma Praja.

In this study the writer has taken research location in junior High School (SMPLB) for students with special need Dharma Praja Banjarmasin Kalimantan Selatan, which is located on Jl. Dharma Praja No. 56 Rt. 12 Kelurahan Pemurus Luar, Kecamatan Banjarmasin Timur, Kalimantan Selatan was established on Mei, 12, 1982 by Dharma Wanita Persatuan Propinsi South Kalimantan. Education is not only for normal students but also for abnormal students, therefore organizations of official wives are awakened to give services.

Based on that and support by UUD 1945 Chapter 31 section 1 SMPLB is built.

“We Realize that to build a school for disabled child is not easy, too much constraints such as teacher who can understand or PLB background is limited,

facilities, also community attitude that still look negative of deformity”. Then, to answer the challenge above on December 01, 1981, with any insufficiency school for disable children or we have known SMPLB is built, with 19 students with only 3 teachers that they are; Bp. H. Rafi’I (alm), Bp. Y. Waluyo, and Ibu Habibah by supporter with caretaker. Then on Mei 12, 1982 SLB B/C Dharma Wanita Province South Kalimantan is formal, as a manager is Ny. Hj. Sjamsir Alam and as a protector/counselor is Ny. Hj. Mistar Tjokrokoesoemo, get assent from DEPDIBUD Province South Kalimantan with KEP No: 18/1. 15.1.a/1.1982. SLB Dharma Wanita Province South Kalimantan also get attention from the government of Propinsi South Kalimantan that proved with area and building also housing estate for teachers/employers.

Mei on Tuesday 18, 1982 SLB B/C Dharma Wanita Propinsi Kalimantan Selatan at first located on Jl. Belitung Darat Komp. Dharma Bhakti moved to Jl. Dharma Praja, about 3,5 years since after SLB get assent from the leader of Depdikbud kalsel SLB B/C Dharma Wanita also registered at social department province South Kalimantan office with No: 4-3-2503/86 on September 14, 1986.

Totally, it was built and renovated more luxurious and presentatif, until change the fostering of education system former SLB become larger that includes TKLB, SDLB, SMPLB, and SMALB on September 27, 2002..

SMPLB Dharma Praja is located far from road, also the place is strategies and shady. Therefore, the condition is very comfortable in learning for students with special need.

2. School Facilities of SMPLB Dharma Praja.

SMPLB Dharma Praja has good facilities for supporting the teaching and learning process to make the clear description of its facilities can be seen in the following table:

Table 4.1. The Facilities of SMPLB Dharma Praja.

NO	FACILITIES	AMOUNT
1	Out area	1
2	Deep area	1
3	Headmaster's room	1
4	Teacher's room	1
5	Classroom	5
6	Administration room	1
7	IPA laboratory	1
10	Computer laboratory	1
11	Library	1
12	Skill Room	1
16	Teacher's toilet	1
17	Student's toilet	2
	AMOUNT	17

3. Description of English Teacher, Administration Staff, and Students

Population

a. Teachers

SMPLB Dharma Praja has 8 teachers from different educational background and all of them are university graduated. The description of teachers of SMPLB Dharma Praja can be seen in the following table:

Table 4.2 The Description of Teachers at SMPLB Dharma Praja

No	NAME	EDUCATION	SUBJECT
1	Sardjijo, S.Pd	S1 UNISKA 2008	Mathematics
2	Muliadi, S.Pd	S1 UPI 2002	Prog. Kh. Anak T. rungu Tek. Inform-Komunik IPA Terpadu
3	Hj. Latifah Hani, S.Pd	S1 KONSELING 2008	Bahasa Indonesia (Guru Kelas)
4	Lena Kusmawati, S.Pd	S1 PLB YOGYA 1998	IPS Terpadu PKN Seni Bud Spes T. rungu
5	Maimunah, S.Hi, S.Pd	S1 UNISKA 2012	Bahasa Inggris (Guru Kelas)
6	Ravina Indriyanti, S.Pd	S1 UNLAM 2010	Ket. Vok Seni Bdy. Spes tunagr/C
7	Harunurrasyid, S.Pd	S1 STIKIP 2009	Penjaskes (Guru Kelas)
8	Rahmadaniati, S.Pd	S1 UNLAM 2010	P. Agama Islam Prog. Kh. Bina Diri Pengembangan Diri Seni Bdy. Spes tunagr/C

Source: the Data is taken from administrative staff of SMPLB Dharma Praja on September, 19, 2012.

There are three teachers who teach English at SMPLB Dharma Praja as followed in academic year 2012/2013:

Table 4.3 The Description of Teacher who Teach English at SMPLB Dharma Praja

NO	NAME	CLASS
1	Maimunah. S.Hi S.Pd	VII
2	Harunnurrasyid, S.Pd	VIII
3	Hj. Latifah Hani, S.Pd	IX

There are three English teachers at SMPLB Dharma Praja and from data the writer has found, the teachers have different educational background. They are Maimunah, S.Hi S.Pd as a teacher class of VII, Harunnurrasyid, S.Pd as a teacher class of VIII, and Hj. Latifah Hani. S.Pd as a teacher class of XI.

Maimunah was born in Sei Tabuk with educational background S1 UNISKA Banjarmasin English Department.

Harunnurrasyid, S.P.d was born in Banjarmasin with educational background S1 STIKIP PGSD Banjarmasin.

Hj. Latifah Hani, S.Pd was born in Banjarmasin with educational background S1 Konseling.

b. Administration staff

According to the interview with Muliadi, S.Pd, the administration staff of SMPLB Dharma Praja, this school held by the headmaster and the second headmaster as a helper.

Table 4.4. Administration Staff Of SMPLB Dharma Praja

NO	NAME	DEGREE	POSITION
1	Sardjijo, S.Pd	IV/a	Headmaster
2	Muliadi, S.Pd	III/d	Deputy headmaster

c. Students

The students of SMPLB Dharma Praja Academic year 2012/2013 are 31 persons. For further information, it can be seen in the following table.

Table 4.5 The Description of Students at SMPLB Dharma Praja

NO	CLASS	M	F	AMOUNT	CLASS AMOUNT
1	VII/B	2	-	2	1
	VII/C	2	4	6	1
2	VIII/B	-	2	2	1
	VIII/C	5	3	5	1
3	IX/B	6	3	9	1
	IX/C	3	4	7	1
Amount				31	6

The total of the students at SMPLB Dharma Praja in academic year 2011-2012 is 31 students. They are divided into 6 classes. Grade VII consist of 2 classes, grade VIII consist of 2 classes and grade IX consist of 2 classes. The numbers of mental retardation students are 18 class VII/C are 6 students, class VIII/C are 5 students, class IX /C are 7 students.

B. Data Presentation

As already mentioned in the previous chapter that to get the data about the English Teaching process in the English classroom at SMPLB Dharma Praja, the writer conducted observation and interview to the teachers. All participants in this research were informed before voluntary participating in any elements of this research.

When observing, the writer focused on the points that led to answer research questions, on what is English teaching process at SMPLB and what techniques are used by teacher in teaching English. During classroom observation, the writer also took notes and record on classroom activity. The writer also carried out interviews to participating teachers to obtain information about English Language Teaching process and their opinion about mental retardation students. The interview was conducted in Indonesian.

To make it easier in analyzing the data, the writer decided to group the participants into 3 groups exactly, but, because one of them does not want to be

observed so the writer decided into two groups. Group 1 consists of teacher A, include class VII. Group 2 consist of teacher B, include class VIII.

1. Data Presentation Of Observation

During the observation in both classes, the writer has gained some general impression.

a). English Teaching Process at SMPLB Dharma Praja

1) Teacher A

Meeting one was carried out on September 26, 2012, the teacher opened the teaching process by greeting and checking students' attendance, after that, start to activities.

The writer did not find teachers' lesson plan during observation. The teacher only prepared a handbook, Teacher A used the *PT. Nyata Grafika Media Surakarta* book in teaching English because the content of the book is easier to understand when the teacher taught vocabulary, the teacher translated from Indonesia into English, and then teacher invited the students to read aloud together.

After that, the teacher asked the students to write the word on their book while the students wrote the word the teacher went around the class. To keep student attention the teacher give them new vocabulary and explain it using body language, if the students still does not attention she will come to the student individually to help the students in understand the lesson, when the teacher explain the lesson to student, she ask other student to write the new vocabulary to keep their attention and For the

evaluation, the teacher often used multiple choices. The writer observed that some of the students in that classroom did not pay attention to the lesson and difficult in absorbing the lesson. Teacher teaches the students with using media and real things to add their vocabularies. If a student or more makes a noise the teacher can ask the students to mention vocabularies that have been learned and if the students can not mention them, they can ask helping to other students who know, so that teaching and learning process keep running. This activity occurred in every meeting.

(Result of observation and interview on September 26, 2012)

2) Teacher B

During the observation, the writer did not find teacher's lesson plan and the teacher used as the same book as teacher A. besides, the teacher in group B not only gave the vocabulary then translate it, but also explained it more such as giving sound or drawing it on the board. Then, teacher B invited his students to guess the object. Teacher explained the vocabulary very detail. After finishing the explanation, the teacher asked the students to read aloud the vocabulary together, the different way in reading English and Indonesia language made the students get confuse, then the teacher often translate from Indonesia to English language. For the evaluation, teacher B often used matching.

The writer observed that many of the students in that class interested in learning English because the teacher uses the correct media to motivation in learning

process and makes students are easy to understand and remember the lesson that is being learned.

(Result of observation and interview on September 27, 2012)

b) Material That the Teachers used at SMPLB Dharma Praja

1) Teacher A

Based on the observation in preparation the material, Teacher A used the *PT. Nyata Grafika Media Surakarta* book in teaching English, the material was taken from that book, because the content is easier to understand and the vocabularies are familiar with the student. The material that given are “Things Around Us”, “Things in the Classroom”, “Names of Fruits” “colours” and “Animals” The teacher is easy to explain the content, and the students are easy to absorb the lesson material.

(Result of observation and interview on October 03, 2012)

2) Teacher B

Based on the observation, teacher B also used PT. Nyata Grafika Media Surakarta book in teaching English, exactly the book is for elementary school class IV. The material that given are “House Animal Area”, “Counting”, “The Name of Day” and “The Name of Month” and “part of body” but because of the students in SMPLB are students with mental retardation, they can only study with the material that given for elementary school. Therefore, the teacher used the book that usually used the elementary school.

(Result on the observation and interview on October 04, 2012)

c) Media That The Teachers used at SMPLB Dharma Praja

1) Teacher A

There were not many media that used by the teacher during the observations. Teacher A used the board, book and picture as the media of teaching. The teacher used black board to write the vocabulary. Sometimes, she showed a ruler or a pen as media in teaching English. Here, when the teacher showed students the picture, then, she asked them about the picture, and the students are answered by Indonesian language, then the teacher translated it into English. The students look more interest in learning with some media that teacher use.

(Result of observation and interview on October 10, 2012)

2) Teacher B

During the observation, teacher B did not use any other media as well as the teacher A, but the teacher B often draw in black board or directly to an object. The teacher drew the object, then, showed it to the student. Then, the teacher asked the students about the drawing, the students guessed it by using mother tongue. This is an example of media that teacher B often applies in the classroom. The students looked interactive to answer every question that related to the teachers' drawing.

(Result of observation and interview on October 11, 2012)

d) Evaluation That The Teachers Applied in Teaching English at SMPLB Dharma Praja

1) Teacher A

Based on the observation, teacher A often applies a multiple choice question in evaluation and it takes much time to finish their answer. Therefore, the teacher often comes to the students, to help them in answer the questions.

After collecting the answer, the teacher gave them score to evaluate the student's ability. In addition, teacher A always gives praise, for example, well! Or clever!. The writer concludes that the students in this class are difficult in absorb the lesson that had been taught by the teacher. Based on observation, only a few that can answer the question without teacher's help.

(Result of observation and interview on October 17,2012)

2) Teacher B

Based on the observation, teacher B often applies matching in evaluation, the teacher hard to do pre repeat again before hand out evaluation material. He often does test that is done to know and measures student's ability. The question from the material had been taught, sweep off the vocabulary on the board, and then write it in random, not same as before, then the teacher makes in matching question, example:

meong-meong : dog

kukuruyuk : cat

gug-gug : chicken

cuit-cuit : bird

The writer concludes that the students in this class are more easy to accept the lesson. Most of them can answer the questions.

(Result of observation and interview on October 18, 2012)

e. Method that the teacher used at SMPLB Dharma Praja

1) Teacher A

Based on observation, teacher A often applies grammar translation method, and direct method, and also individual approach method when teaching English. The teacher gave some vocabularies. The students are often taught in Indonesian into English.

→ Grammar Translation Method

Example:

Teacher says : *“papan tulis bahasa inggrisnya* “blackboard”

The student’s response: “blackboard”

→ Direct method

Example

T “the teacher shows the ruler and then says this is ruler”

S “ruler”

→ Individual approach method

Teacher come to the students one by one and asks them about the vocabulary.

Based on the observation the students looked interesting in study Even thought, their answer usually far from the material.

(Result of observation and interview on October 24, 2012)

1) Teacher B

Teacher B often applies grammar translation method and direct method, also individual approach method sometimes.

The teacher wrote the vocabulary one by one on the board, every wrotes the vocabulary, teacher A explained the word with invite the students to read aloud, then, translated it into English.

In the Direct method, teacher B invited the students Example:

The teacher says : “meong-meong, suara apa itu?”

The students respond : “kucing!”

The teacher says : “pintar! Kucing bahasa inggrisnya cat”

The students respond : “cat”

Based on obsevation the writer concludes that the students are more interesting and enjoy doing it.

(Result of observation and interview on October 25, 2012)

f. Techniques That The Teachers Applied In Teaching English

1) Teacher A

During the observation, teacher A appeared combining some techniques when teaching English.

Teacher A often applies repetition drill, the teacher asks the students to listen the vocabulary that have repeated, and when the teacher asks questions related to the lesson in English, the students first difficult to respond to what she asked. Therefore, the teacher emphasized the students in memorization to absorb the lesson. The teacher then repeated her questions and only few students responded to her questions.

(Result of observation and interview on October 07, 2012)

2) Teacher B

Based on the observation, teacher B often applies repetition drill and the teacher often reads the word over and over again. Sometimes, the teacher asks the student to read the word, and stops the students from time to time when feels the students are straying too far from the model. Teacher hard to pre repeat the vocabulary had been taught to memorize. So, the students are easy in doing evaluation.

(Result of observation and interview on November 08, 2012)

g. Strategy That The Teachers Applied in Teaching English

1) Teacher A

Based on the observation, the teacher used guessing in one word when teaching English. This strategy involved students' participant in teaching learning to be active. Teacher A usually shows something to the students as guidance then invites the students to guess the material. The students look cannot understand well some of them participate and guess whatever they want to answer. Teacher A often answers the prediction.

(Result of observation and interview on November 14, 2012)

2) Teacher B

Based on the observation, teacher B gave material such as vocabulary. Teacher usually draws the object on the board or giving sound and the characteristic of the lesson that should be answered. Teacher B often use guessing to invite students participation in class and sometimes he draws on the board then ask the students, what picture is this?. Students will try to guess and find the name of the picture. Guessing is more suitable in this class, and sometimes the teacher invites the students to sing a song using Indonesian in the classroom to keep learning fun.

(Result of observation and interview on November 15, 2012)

2. Data Presentation of Interview

This part consists of interviews with the two teachers who teach in the two observed classes. The interviews aim to find out how is teaching English in these that includes the lesson plan, material, method, media, evaluation, and supporting questions that related with teaching English. Result will be compared with those obtained data from observation. Firstly, the writer will elaborate the result of the interview with teacher A, and then the interview with teacher B.

a. Teacher A

From the interview with the teacher A, the writer gained some information that related to the teacher's preparation and opinion about English teaching in the classroom.

She stated that she used Indonesian every meeting in the classroom.

In extending the material is mostly similar with normal students in general. But in explaining the material for students with mental retardation, it needs much time because they cannot absorb the lesson from the teacher quickly. It depends on their characteristics of students with mental retardation. Also they cannot think abstract things. Therefore, the teacher sometimes uses pen, book and other when explain the lesson.

According to the teacher A, guessing is easier to do in learning English, especially for students with mental retardation that they will easy to absorb the

lesson. She also emphasized that individual approach method is more important in this classroom, especially when writing, because many of students cannot write without teacher helps. Formally, the teacher said that she less support in teaching English, because her background is an English teacher who is prepared to teach normal students. But experience has influence to teacher in teaching English to disable students. Therefore, the teacher had joined in training or seminar of education.

The teacher emphasized, that student with mental retardation if they like the subject, they will pay attention and do the exercises, but it is not interest they do other.

Their age is older than their thinking even visually they stand at class VII or class 1 Junior High School as generally, but the students are childish and the lesson that reasonable for them which present for elementary students.

In doing evaluation, students with mental retardation need more time to do test which is easy for normal students. When the writer asked about the lesson plan, the teacher said that she does not have the lesson plan, therefore does not bring to the classroom.

b. Teacher B

Teacher B said actually, he does not have the lesson plan, because sometimes it is not compatible goal or competence students.

In teaching English material, the teacher extended the limited material of lesson. Teacher B stressed to use Indonesian all the time and only sometimes use English language in explaining English lesson. He also mentioned that he will use Banjarese in certain conditions, for instance, when the students did not fully understand what he explained so that explaining in Banjarese was needed. For example, when he taught English vocabulary for unknown word.

According to him, the using of mother tongue was important for the students with mental retarded. He added that preferred to use Banjarese when giving explanation rather than using English when she was teaching because by doing so his students would understand the lesson or words. He emphasized that they could not think abstract things, therefore, to make them understand well the teacher not only gave the vocabulary then translate it, but this need to explain more such as giving sound or drawing it on the board, besides, the lesson that teacher have given today may teacher gives for next week.

Teacher B also said that the students will be spirit to study depend on their mood, and took much time to finish they writing about 20 minutes but, several students may able to write with teacher helps.

Actually, he less support in teaching English, but experience of the teacher can be said enough to encounter disable students. Besides, the interviewee said, he has continued his education especially for disable students, and joined some training or seminar that related to teaching learning of disable students and their psychology.

Teacher B emphasized that although they have mental problem, but they can study enthusiastically such as active enough and enjoyed the material that presented in the class, although sometimes they feel bored with study and do what they want to do. Besides, if they want to go home before the schedule time is finished, the teacher have not force to study because it is not effective.

Related to strategy, the teacher said that try to finding the word such as guessing in study is easier to do here, because the students look interest in learning English. The teacher B said I would like to invite the students in repeat the vocabulary, so then, they will be easy in absorb and memorize the lesson.

In evaluation, teacher B said, students in this class always ask for attention to a teacher by asking a lot of questions, even it was answered over and over again. to solve this problem; teacher may to stands beside the students. The kind of test that teacher B applied are matching and fill in the blank which easier for the student.

C. Data Analysis

In the previous chapter mentioned, there are two questions addressed in this research (1) how is the English Language teaching process? (2) What methods, techniques, and strategies are used by teacher in Teaching English?

Since questions, number 1 and 2 relate to each other, the writer will try to collaborate the obtained data to answer these two questions. To answer the first research question, the main data was obtained from the observations and interview of the teachers.

In analyzing all obtained data to answer research the first research question, the writer has decided to two teachers in different classes. The reason for this that the goal is to find situations when English Language teaching process occurred and what methods, techniques, and strategies are used by English teacher for students with mental retardation.

1. Data analysis on English teaching process at SMPL Dharma Praja

Generally, it can be said that the English language teaching process at SMPLB Dharma Praja performed well enough. When teaching, the teacher used material and applied some methods, techniques and strategies, also media as well as there is. The teacher also performed evaluation.

a. Lesson Plan

Based on observation and interview, the writer did not find teachers' lesson plan when the teachers were asked about lesson plan, the teachers did not have the lesson plan. Because, in the real condition, teaching activities are not maximal as has planned because the situation and condition that happen in teaching process.

b. Material

Based on observation and interview, every meeting both teacher A and B they are used the same book but different material. The material adapted to the students' characteristic. The book which is used is Book for students with elementary school that published by *PT. Nyata Grafika media Surakarta* and added with other

references. The materials are reasonable for the students which show daily use. The English teachers made the lesson become simpler and easier for students.

Teacher A used for class III elementary school book, while Teacher B used for class IV elementary school book. They assumed that vocabulary subject is suitable for students with mental retarded.

English teacher always emphasized on vocabulary. Teachers considered on students' ability in determining material, so teaching activities goal can be reached as their planning.

c. Media

Class which is taught by teacher A and B appeared to be less in using media. Teacher A used the board, book and picture as the media of teaching while teacher B often used board as media to draw the object of the lesson in teaching. Teacher B assumed that students would be interested in learning and participated in guessing the picture when teacher drew and invited the students to guess, although the media used by teacher B is less variety, it still can made students interest to study English. In case, whole of things in the class can be used as media in teaching.

d. Evaluation

Based on data presentation, evaluation that used in the classroom is in written test form. It is given to students at last material and final subject. The kind of test that teacher used were usually in multiple choice, matching, and fill in the blank.

During observation, Teacher A often to used multiple choices and matching according to the student's ability. The writer also found out that the teacher often came to the students when they worked individually, and the teacher spoke to them personally and help them in writing.

The interviewee said that build a relation with students is very important in order to make them feel comfortable in learning. Most of the students in this class are messy in writing, so, the teacher should come to the student individually.

Teacher B stressed in the using of matching, fill in the blank and only sometimes for multiple choice. He added that he preferred to use the sound or characteristic of the object when evaluation because by doing so his students would be familiar and could answer the questions.

The writer concludes, however, only 50 percent the students could answer the test, but it can say well.

2. Data analysis on methods, techniques and strategies are used by teacher in Teaching English.

e. Method

The writer observed the teacher method that used in English teaching process is variation.

The writer found out the teachers was often to applied grammar translation method and students are taught in Indonesian into English, and explain to them step by step. While in direct method, the teachers helped students to practice English directly in the classroom. Another teaching method that applied in the classroom is

individual approach method which teachers come to the students individually to help them in learning.

f. Technique

Based on observation, the writer found out that the vocabularies are more emphasized here, therefore, repetition drill such read the vocabularies over and over again, also memorization often used here. The teachers advice students to memorize each vocabulary which have been taught.

For repetition drill, the teachers used this technique in the main activity, the teachers ask the students to listen the vocabulary that have repeated in several times carefully and attempt to mimic the teachers' model as accurately as possible the saying each vocabulary. The teachers stopped from time to time when feel the students are straying too far from the model, and once again provide a model which they have attempted to copy.

From the applied of techniques in teaching English at SMPLB Dharma Praja the writer observe that the techniques at this school are taught in various techniques accord to their character.

g. Strategy

Based on the observation and interview, one of strategies that used for SMPLB such is guessing. The strategy is even over and over again and done by the teachers but it can improve students skill especially in learning English, students are easier to understand and guess the material.

Teacher A often used guessing when asked why. The interviewees agreed that the reason for this because it was meant clarify meaning and this way to know their skill but if the students looked not interested and could not understand well, teacher should explain in detail or answer the questions.

Teacher B often used guessing when teaching English which guess something to invite students' interest in the classroom. The writer observed the teacher carefully and details when he explained something and the students did not understand. He assume that guessing is easier for students in absorbed the lesson. It was an interested strategy to make the students to be active in learning. He also said that guessing is the way to know students' skill and ability in absorb English lesson.

From the result of observation, the writer observed that teachers of English at SMPLB Dharma Praja have good strategy in teaching process activities that adapted to the student's characteristic.