

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter is devoted to present the research findings that were drawn from observation, interview, and documentation analysis and discussion of the study. The data analysis served to answer the underlying research question related to the description of the material, strategies and media are needed for English conversation independent class in PPI (*Program Pembelajaran Individual*); Individual Learning Program) at SMPN 29 Surabaya.

#### **A. Research Findings**

In this section, the researcher explained the research finding which got from the result of the interview, observation and documentation. Those instruments are used to find out the strategy, material and media which are used by the English teacher in regular class at SMPN 29 Surabaya. The result of finding research is drawn by using table so that the readers catch it easily. The more detail explanation is stated below:

Interviewee	Date	The strategies
Ma'am Ayuana	December 12 <sup>th</sup> 2013	<ol style="list-style-type: none"> <li>1. Avoid to write a text</li> <li>2. Practice to speak up in front of the class</li> </ol>

**1. English teacher's strategies for autism students at SMPN 29 Surabaya**

**1. English material for autism students at SMPN 29 Surabaya**

3. Mr. Topik	December 6 <sup>th</sup> 2013	1. Material is from KTSP <i>(Kurikulum Tingkat Satuan Pendidikan)</i> with Development 2. Material is from KTSP with substitution and 3. Material is from KTSP with omission
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Then the researcher compare with the result of class observation class. The more deeply explanation stated below:

The observation class result					
I			II		
Name of the autism student	Date	The material	Name of the autism student	Date	The material

Student A	November 25 <sup>th</sup> 2013	The material which used to teach him in regular class is same as common students. There is no development material from KTSP	Student B	November 16 <sup>th</sup> 2013	The material which used to teach her in regular class is same as common students. There is no development material from KTSP
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Based on ma'am Ayuana, she stated that in regular class, she avoids to ask the autism students to make a text because they are difficult to concentrate and do the task fluently.

*ET: ketika saya mengajar anak autis di dalam kelas strategy yang saya gunakan adalah memberikan tugas yang tidak membutuhkan ketelatenan dan ketelitian seperti mengarang atau menyusun teks biasanya kurang bagus.<sup>1</sup>*

Then, based on the class observation with student A and student B showed a feature that the English teacher asks them to do the task same as common students. She asks student A to make recount text and student B to make procedure text. She doesn't use any strategies to teach them in regular class so it makes them feel confused and finally they prefer to go away from the class.

According to Mr. Soejatno as the head master of SMPN 29 Surabaya stated the material which used for students with special needs is KTSP (*Kurikulum Tingkat Satuan Pendidikan*) with development, substitution or omission. Development material comes from KTSP which modified based on the needs of students with special needs in order to make their learning process easily. For substitution material comes from KTSP which has the purpose to substitute or to add learning process of students with special needs based on the background. For example student A able in term of English. She can speak English fluently even does not really accurate. So, substitution material focuses only in her speaking ability. For omission material is from KTSP which leaves the standard of regular curriculum. For example student A

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<sup>1</sup> Interviewed with Ma'am Ayuana as the English teacher At SMPN 29 Surabaya, December 12<sup>th</sup>, 2013

is weak in term English; she is still in the level of understanding vocabularies because she has highest disorder in term of communication. So, when the learning process happen the teacher just teaches her some vocabularies related with the material in that day.<sup>2</sup>

*HM: materi yang dipake disini berasal dari KTSP tapi yang dikembangkan, disubtitusi dan diomisi. Materi itu berasal dari KTSP yang diramu berdasarkan kebutuhan ABK dan terkait juga dengan latar belakang mereka. Ketiga macam materi tersebut mengacu kepada kurikulum DIKNAS.<sup>3</sup>*

Then based on ma'am Ayuana as an English teacher of SMPN 29 Surabaya stated that in regular class she uses development material as the material to teach autism student. Development material means the material which is from KTSP.

*ET: ketika pelajaran b.inggris di kelas regular anak-anak autis bisa mengikuti pembelajaran sama seperti siswa lain, karena saya menggunakan materi pengembangan dari KTSP.<sup>4</sup>*

In addition according to Mr. Topik as one of the inclusive teachers at SMPN 29 Surabaya stated that the material for students with special needs comes from KTSP with development, substituted or omitted.

*IT: Materi untuk ABK diambil dari KTSP yang dikembangkan, disubtitusi atau diomisi. Materi itu disesuaikan dengan materi dari KEMENDIKNAS jadi tidak menyalahi aturan yang ada.<sup>5</sup>*

So, it can be concluded that SMPN 29 follows the rule of education department in term of material for students with special needs because it does not use

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<sup>2</sup> Direktorat pembinaan sekolah luar biasa, Pedoman *manajemen dan pembelajaran sekolah inklusi tuna daksa ringan (D)*, ( Jakarta: kementerian pendidikan nasional, 2010 ), P: 7

<sup>3</sup> Interviewed with Mr. Soejatno as the head master of SMPN 29 Surabaya, December 2<sup>nd</sup>, 2013

<sup>4</sup> Interviewed with Ma'am Ayuana as the English teacher At SMPN 29 Surabaya, December 12<sup>th</sup>, 2013

<sup>5</sup> Interviewed with Mr. Topik as the specialist teacher of SMPN 29 Surabaya, December 6<sup>th</sup> 2013

adaptation material. Ma'am Ayuana just uses development material to teach Autism students in regular class. Yet, based on the result of observation class with student A and student B, showed the English teacher uses the same material as common students to teach them. This made them feel difficult to do the task; until the time is almost over they do not write anything except their identity. In the end of the class they got help from common students to settle their task.

### 3. English Media for Autism Students

Interviewee	Date	The media for autism students
Ma'am Ayuana	December 12 <sup>th</sup> 2013	<ol style="list-style-type: none"><li>1. Use some pictures</li><li>2. Use news paper / magazine</li><li>3. Use movie</li><li>4. Use song</li></ol>



According to ma'am Ayuana, she stated that when she taught English in regular class she uses some pictures, newspaper or magazine, movie or song to convey the teaching process and sometimes she asks them to practice in front of the class because some of the autism students cannot sit for a long time.

*ET: Karena anak autis senang dengan dunianya sendiri maka saya berikan tugas yang sama dengan teman sekelasnya atau saya tambah agar dia duduk tenang. Media yang saya gunakan untuk tipe autis jenis ini adalah berbentuk gambar, majalah/Koran, film atau lagu yang diperdengarkan ada juga anak autis yang memiliki ingatan yang kuat serta aktif sekali di kelas tidak mau duduk tenang sehingga saya memilih mereka untuk langsung praktik atau tampil di depan kelas dan mereka suka dengan hal itu.<sup>6</sup>*

The field result from class observation proved that when she taught them she only explained what the recount or procedure text is without supported by any media after that they do the task which is similar with common students.

## **B. Discussion**

In this section, the researcher presented discussion based on all the finding of this study. This discussion dealt with the gap between the result of the interview and the theories then compare with the reality (class observation) to find out what strategy, material and media are needed in English conversation independent class in PPI for autism students. Then, the researcher concludes them based on their learning style in order to accommodate their needs. It is already collected by Joenistiah, S.Psi as the psychologist. The more detail discussion of those 3 items; strategy, material, and media are explained below:

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<sup>6</sup> Interviewed with Ma'am Ayuana as the English teacher At SMPN 29 Surabaya, December 12<sup>th</sup>, 2013

Firstly, SMPN 29 Surabaya uses development material in teaching English for autism students. There are no substitution, omission or adaptation material but in fact (observation class) the English teacher doesn't use development material like she stated on the interview.

While doing class observation for autism students, the researcher tries to give the material for student A in a few minute, the topic is same as in that day but the researcher modify it in a simple way. The researcher interacts with them according to the topic. The topic is about recount text. We talk about the best gift that he ever got in his birthday and he answered that he got a black backpack from his father, he likes it very much. By development the material he can keep in talk and can answer the question that is given by the researcher.

The second class observation is conducted in student B class. She also feels difficult to do the task that is given by the English teacher. She cannot do the task well so; she decided to go away from the class. The researcher tries to catch her but she does not want to come to the class again. She prefers to go to canteen and while accompanying her, the researcher tries to communicate under the topic procedure text which is similar in regular class. The reviewer decided to talk about how to make tea. When the researcher asked her "Do you like tea?" She answer that she likes tea and we keep in talk for a few minute and she can respond well.

Secondly, there are some strategies which are used by ma'am Ayuana are similar with the theories. Yet, she misses some of the strategies such as structured play opportunities, modeling, and reinforcement. In reality (class observation), the

researcher does not find any strategies which are used by Ma'am Ayuana to teach autism students. She just explained in front of the class then gave the task for all students including them.

Then according to the discussion above, the researcher combines them into autism students learning style in order to find out the appropriate strategies, material and media to teach English Conversation independent class in PPI. There are six autism students learning style which is explained below:

1. *Gaya belajar student A*

*V-V-V (visual-visual-visual)*

*Type belajar dominan visual. Kunci belajar adalah melihat, mencontoh, dan membuktikan. Tidak mudah percaya tanpa kenyataan. Memerlukan pembuktian lebih dulu baru dapat mempercayai informasi yang masuk. Selalu membutuhkan contoh sebelum mengerjakan sesuatu, dalam memahami orang lain tidak mudah percaya jika tanpa ada contoh dan bukti nyata. Mempunyai kebiasaan rapi dan teratur. Teliti terhadap hal-hal kecil. Mementingkan penampilan dan sistematis. Cara bicara cenderung cepat. Menyukai kerapian dan keteraturan. Mempunyai perencanaan dan pengaturan jangka panjang dengan baik.<sup>7</sup>*

2. *Gaya belajar student B*

*K-A-K (kinestetik-auditory-kinestetik)*

*Dominan kinestetik. Kunci belajar adalah menyentuh, mendengar dan bertindak. Artinya dalam belajar cenderung aktif bergerak dan menyentuh. Cenderung lebih suka aktivitas bergerak dan interaksi kelompok. Cenderung sulit duduk lama dan mudah jenuh. Mudah usil terhadap teman-temannya. Banyak bergerak meskipun dalam keadaan duduk.<sup>8</sup>*

3. *Gaya belajar student C*

*V-A-K (Visual-Auditory-kinestetik)*

*Kunci belajar adalah mencontoh, mendengar dan bertindak artinya dalam belajar revina cenderung membutuhkan contoh. Cenderung aktif berbicara, ramah dan mudah menghafal. Kurang menyukai bidang olahraga. Memperhatikan pelajaran*

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<sup>7</sup> The result of psychology test of student A from Joenistiah, S.Psi

<sup>8</sup> The result of psychology test of student B from Joenistiah, S.Psi

*dengan baik. Suka berbicara dengan dirinya sendiri. Mampu menuliskan informasi urutan catatan yang baik. Belajar dengan memanipulasi dan praktek. Menghafal dengan cara berjalan dan melihat. Menggunakan isyarat tubuh serta tidak dapat duduk diam dalam waktu lama.<sup>9</sup>*

4. *Gaya belajar student D*

*Tipe belajar dominan pada visual kinestetik.*

*Kunci belajar adalah dengan bereaksi, bertindak cepat dan membuktikan. Dalam menanggapi masalah cenderung bereaksi dan bertindak cepat bahkan seringkali tanpa perencanaan dan pemikiran yang matang karena terburu-buru ingin mengetahui kenyataan atau buktinya. Cenderung lebih aktif dalam aktivitas bergerak dan interaksi kelompok. Menghafal dengan cara berjalan dan melihat. Agak kesulitan untuk duduk lebih lama dan sering mudah jenuh apabila harus duduk berlama-lama. Mudah usil atau biasa bergerak untuk menghilangkan kejenuhan. Suka mengamati tindakan orang lain secara diam-diam, tidak terlalu suka mendengar orang berbicara terlalu lama, kurang dapat mendengarkan dan menyimak informasi.<sup>10</sup>*

5. *Gaya belajar student E*

*Tipe belajar dominan kinestetik auditory.*

*Kunci belajar adalah, menyentuh, dan tindakan, artinya pendengar yang cenderung aktif bergerak dan bertindak. Meskipun dapat mendengar dengan baik tetapi cenderung mudah bertindak cepat tanpa perencanaan terlebih dahulu. Konsentrasi mudah buyar saat gaduh. Selalu berorientasi pada fisik dan banyak bergerak dalam memahami dan dipahami orang lain menginginkan orang bisa mendengarkan dan didengar apa yang dikatakan dan harus segera bergerak dan bertindak dengan cepat<sup>11</sup>*

6. *Gaya belajar student F*

*Type belajar dominan Auditory. Kunci belajar adalah mendengar. Menyerap materi belajar melalui pendengaran. Mudah menerima nasehat baik asal tidak mengancam harga dirinya. Cenderung sensitive dalam kebutuhan memahami dan dipahami orang lain cenderung menginginkan orang lain mau mendengarkan apa yang dikatakan an disampaikan. Konsentrasi mudah buyar saat gaduh, suka mendengarkann musik.<sup>12</sup>*

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<sup>9</sup> The result of psychology test of student C from Joenistiah, S.Psi

<sup>10</sup> The result of psychology test of student D from Joenistiah, S.Psi

<sup>11</sup> The result of psychology test of student E from Joenistiah, S.Psi

<sup>12</sup> The result of psychology test of student F from Joenistiah, S.Psi

These learning styles help the English teacher to teach English conversation independent class in PPI for autism students effectively based on their needs in term of the appropriate strategy and media. So it reaches the purpose of English conversation without force the ability of autism students. By these learning styles also help the inclusive education in term of designing the new program under the umbrella term of PPI based on their three needs because inclusive education gives educational services for students with special needs who are educated together with other students (common) in order to optimize their potential and held based on the spirit to build an inclusive social system for building respectful and honoring diversity.<sup>13</sup>

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<sup>13</sup> Ibid: 316