

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents (1) findings and (2) discussion

4.1 Findings

The findings of this study were presented the difficulties faced by the teacher in teaching English to segregation schools in mixed disabilities and the strategies in teaching English to segregation schools in mixed disabilities at SLBN Toboali, Bangka Selatan. The data of this study was obtained from an interview with a teacher of English. Though interviewing process, the researcher found some problems in teaching English that had become difficulties for the teacher of English and the strategies to solve the problem.

4.1.1 Difficulties faced by the teacher in teaching English to segregation schools in mixed disabilities.

After analyzing the data gained from interview, the researcher found some difficulties faced by English teacher in teaching English to segregation school in mixed disabilities. The themes and analysis of codes gained from the qualitative data obtained from deep interview were describe as follows.

Table 4.1.1: Themes and codes for difficulties in teaching English to segregation schools in mixed disabilities.

Theme	Codes
1. Students' cannot understand the media	a. The teacher has used the media as required to teach the three types of disabilities, but even the teachers

have introduced some vocabulary, they still do not understand.

- b. The teacher used picture media to explained various numbers to students with three types of disabilities. But the students still found it difficult to catch these numbers.

2. Teacher cannot give the same methods to students in mixed disabilities.

- a. When the teacher tried to used the sign language method for students to understand what the teacher was said, only deaf students understand it, but not for mentally retarded students and autism spectrum disorder students.

- b. When the teacher tried to teach mixed students using storytelling, it turned out that those who understand how to teach storytelling were only mentally retarded students and students with autism spectrum disorders, but not deaf students.
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3. Managing Time

Because the teacher cannot handle one class with the same approach to three types of students with disabilities, the teacher lacks time to achieved the learning objectives that should be achieved every meeting.

Based on the theme and code listed in table 4.1, there were some difficulties faced by the teacher in teaching English to segregation school in mixed disabilities. Each theme would explain in detail as follows:

4.1.1.1 Students' cannot understand the media.

Based on the data obtained from the interview process, the researcher found that the difficulties faced by English teachers in teaching English to segregated schools for mixed disabilities at SLBN Toboali, Bangka Selatan was students' cannot understand the media. The focus of learning for 9th-grade junior high school level children, stipulated in the 2013 curriculum, was on vocabulary and recognizing numbers. The teacher introduced that material used picture media. Such as presented words, numbers, or how to write words. As it should be in the 2013 curriculum book held by the teacher, for instance, when introduced the object recognition vocabulary around the classroom, the teacher used pictures to show the objects around the classroom. The teacher

also showed the reality of these objects in the classroom as said by the teacher, *"I introduced the material using pictures as the media based on the 2013 curriculum book that I held. For example, when I gave vocabulary about objects in the class in front of the students, I used pictures and real objects."* (personal communication, 12 July 2021).

However, the teacher tried in such a way to introduced objects around the classroom and also showed the reality of the picture to the three types of students with disabilities. In addition, the teacher still found it difficult to make the students understand what the teacher explained even though the students already knows what the teacher gave. However, when the teacher asked again what the teacher has explained, the student still does not understand the material as said by the teacher, *"when I teach vocabulary using picture media, the students understand what I explained, but when I ask again to the students about the pictures they are still difficult to understand it even the object or pictures in front of them"* (Personal Communication, 12 July 2021).

Furthermore, when the teacher introduced the numbers, the teacher also used picture media. In line with the teacher's book held curriculum 2013, the teacher taught the numbers with the picture media. For example, in the teaching and learning process, the teacher gave a picture full of color to pay attention to the teacher. However, introduced the numbers full of colors did not make the students understand automatically. They were difficult to remember the numbers. Then, in giving the pictures of numbers in front of the

class, students understood what the teacher has explained, but when the teacher asked again, students did not understand what the teacher has explained. This problem emerged because deaf students had hearing loss, while mentally retardation students had below-average abilities and autism spectrum disorder students had communication disorders as said by the teacher, *"I teach numbers to the students with full of colors. I showed the picture by standing in front of the class. They are interested and feel excited about that. I feel that they understand what I explained. However, when I asked again, they still don't understand.* (Personal Communication, 12 July 2021).

4.1.1.2 Teacher difficulties in giving the same methods.

Based on the data obtained from the interview process, the researchers found that the difficulties faced by English teachers in teaching English to segregated schools for mixed disabilities at SLBN Toboali, South Bangka was teacher can not giving the same methods to the students in mixed disabilities. Basically, in the teaching-learning process, the teacher taught three types of disabilities that should be collected into one class. It is difficult for teachers to determine the correct teaching method to handle three types of students with different disabilities. For example, in the teaching-learning process, the teacher wanted to teach vocabulary material to deaf students and the object already in that class. The teacher should use sign language so that they understood what the teacher meant. For instance, in the teaching-learning process, the teacher gave vocabulary of chairs to the students in sign language

"the thing you are sitting on is called a chair." In this way, it turned out that only deaf students understood because deaf students can not hear what the teacher said.

Meanwhile, students with mental retardation and autism spectrum disorder did not seem to understand, as said by the teacher, *"I used sign language for teaching vocabulary. For instance, the word "chair." I will explain the word to deaf students with sign language and then show them the actual object I explained before.* (Personal Communication, 12 July 2021).

Furthermore, for mentally disabled students, the teacher used storytelling for teaching and learning methods. For example, the teacher taught vocabulary about flowers. Before the teacher gave the vocabulary with the pictures to the students, the teacher told the stories. For instance, the teacher explained the vocabulary of flowers. First, the teacher tells about flowers "Almost every house has flowers. Flowers are planted in pots or on the ground in the yard of the house and may also be in the classroom". However, in the teaching-learning process, the teacher explained the material in that way. It turned out that mentally retarded students and autism spectrum disorder students understood while deaf students were not. Thus the three children with different disabilities can not use the same method because every student has different abilities. The teacher should use an appropriate method to each student's abilities as said by the teacher, *"I used a different method to the three types of students with disabilities. For deaf students, I use sign language to explain, while mentally retarded students and autism spectrum disorder*

students usually use storytelling. For instance, when I give the vocabulary about the flower, I will tell the stories "almost every house has flowers, flowers are planted in pots or on the ground in the yard of the house." (Personal Communication, 12 July 2021).

4.1.1.3 Managing Time

Based on the data obtained from the interview process, the researcher found that teacher difficulties in teaching English to segregated schools for mixed disabilities at SLBN Toboali, Bangka Selatan was teacher difficulties in managing the time. That English gave once a week for a total of 2 JP. The total KD per semester was 10 KD, and to achieve 2 KD, three meetings were held based on the 2013 curriculum. Students with disabilities were required to meet 15 times in one semester to achieved 10 KD so that in three meetings, the teacher seeks 2 KD. In the curriculum also there is 1 x 6 JP for one material discussion. The school had set it according to the 2013 curriculum instructions. However, the teacher found it difficult in three meetings within three weeks to achieve 2 KD. Because in the class, there are three types of disabilities where each disability has different abilities. The teacher should be teaching individually for each student based on the student's ability; as said by the teacher, *"I am teaching the students individually, it is difficult to combine three kinds of students with disabilities. In addition, English subject was learned once a week with 2 JP or 80 minutes per meeting. However, based on K-13 total KD of English subjects in one semester was 10 KD with three meetings were held to achieve 2 KD. Students with disabilities should meet 15*

times in one semester to achieve 10 KD in one in three meetings within three weeks to achieve 2 KD. It was because there were three kinds of students with disabilities in that class."(Personal communication, 12 July 2021).

4.2 Discussion

This discussion presented as the way to discover the ideas related to the findings and previous studies. After analyzing the data using thematic analysis, the researcher found various information about teachers' difficulties in teaching English to segregation schools in mixed disabilities at SLBN Toboali, Bangka Selatan, those consisted of (a) students can not understand the media, (b) teacher can not give the same methods to students in mixed disabilities (c) managing time. Therefore the explanation of several teachers' difficulties in teaching English to segregation schools in mixed disabilities was described as follows to know further information about them.

The first difficulty was students can not understand the media. The researcher found that the media used by the teacher to teach the three types of disabilities was the picture. Teaching vocabulary used media pictures as appropriate. For instance, the teacher used the picture in teaching English to deaf students. It is supported by Tompson (2012), as cited in Dewi et al. (2019). In the teaching-learning process to deaf students, the teacher used sign language and pictures to deliver the material. The teacher used pictures when introduced the numbers or vocabulary and objects around the class. Then, for mentally retarded students, the teacher also used pictures. It is supported by Maryanti (2016) the learning media used for mentally retarded students were

in the form of colored pictures to attract students who want to learn. In addition, autism spectrum disorder used pictures in teaching English. It is supported by Darula (2000), as cited in Setia (2017) stated that students with autism spectrum disorder could be taught abstract words and ideas through visual concepts, such as pictures and objects. For instance, objects, chairs, tables, flowers, blackboards, and others.

Furthermore, the teacher also tried to introduce the numbers or objects around the class used pictures, but students still did not understand when the teacher asked again what the teacher explained. It was because disabled students such as deaf students had hearing loss, mentally retarded students had below-average abilities, and autism spectrum disorder students have communication disorders and concentration disorders. It is supported by Zeaman and House (1963) as cited in Hallaji and Salehi (2014) students with disabilities have difficulty focusing on learning tasks.

Second, the teacher cannot provide the same material to students with mixed disabilities in one class. The emergence of this difficulty was because each student has a different disability in one class. Different learning theories can not be equated. First, the teacher used sign language in teaching English to segregated schools in mixed disabilities. In the use of sign language, it turned out that only deaf students can understand the material that the teacher gave, while mentally retarded students and students with autism spectrum disorders were not. If the teacher used the same method for the three students, some students could not understand the lesson because they had different

disabilities. It is supported by Bedoin (2011), who stated that there are two main approaches to teaching for deaf students: lip-reading and sign language with the help of spoken language. Then, for mentally retarded students, the teacher used storytelling to convey the material to improve communication and social skills. It is supported by Mashalpourfard (2018) the method that can be used to teach mentally retarded students is storytelling. This method showed that effective in improving their social adjustment, social skills, reducing their behavior problems. For instance, teaching and learning vocabulary about the flower in the teaching process, before the teacher showed the picture, the teacher told about flowers to introduced them to the material.-In storytelling, it turned out that only mentally retarded and autism spectrum disorder students understand what the teacher used. It is supported by Scattone, Wilczynski and Edwards (2002), as cited in Rahim and Rosli (2015) applied the storytelling element to autism spectrum disorder and noted that the storytelling element is the latest intervention designed specifically for autism spectrum disorder students. It was because mentally retarded students had abilities below average, so it is difficult to interact and also autism spectrum students who had social communication disorders. In addition, the teacher should teach the students based on students' ability because of that three various disabilities with different abilities and weaknesses. Teachers also tried to teach the students based on students' needs to achieve learning objectives. Nilsen and Albertalli (2002), as quoted in Ababio (2013), every teacher is obliged to provide knowledge according to the students' abilities

because each student has different abilities. For this reason, Widiastuti (2014), as quoted in Pratiwi (2017), teachers of students with special needs must choose learning techniques that suit students' needs and learning objectives.

Third, the teacher should managed time. In one semester, there was 10 KD. The teacher took 1x6JP to completed 2 KD in 3 meetings. There were three types of disabilities: four deaf students, two mentally retarded students, and one with an autism spectrum disorder. Therefore, teachers taught students with mixed mental retardation individually based on students' abilities. It is supported by Goodman (1990), as quoted in Pratiwi (2017), who said that educators provide continuous services to students with disabilities based on individual needs.

Meanwhile, according to Maryanti (2016), based on the 2013 curriculum English book for students with special needs, one student requires 1 x 6 JP or 1 x 5 JP to achieve 2 KD. Where 1 JP is 40 minutes, the teacher felt that in 3 meetings, 2 KD were not fulfilled. It is because there are three types of disabilities, while the teaching process was individual. It is better if the teacher managed the time by dividing time for three types of disabilities. The total learning for one semester took 27 JP. However, generally, every school separated each disability based on the type of disability. This is supported by Wardhani (2012) for SLB A (the blind), SLB B (the Deaf), SLB C (Tuna Grahita), SLB D (Tuna Daksa) and SLB E (Tuna Laras).