

**ENGLISH TEACHING AND LEARNING STRATEGIES FOR STUDENTS
WITH INTELLECTUAL DISABILITIES IN THE INCLUSIVE CLASS OF
PUTRA HARAPAN JUNIOR HIGH SCHOOL PURWOKERTO**



THESIS

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ABSTRACT

Education for all is such a hot issue for this present time, which is emphasized on the right of education not only for normal people, but also for people with disabilities. This research was aimed to find out the class classification of intellectual disabilities students, analyze the implementation of English learning strategies for intellectual disabilities students in each type of the inclusive class, and analyze the implementation of teaching and learning process for intellectual disabilities students in each type of the inclusive class of Putra Harapan Junior High School Purwokerto.

The research was descriptive qualitative research. The data were obtained through observation, interview, and documentation. The researcher basically used data triangulation and triangulation method for the trustworthiness of the data. The results described that regular inclusive class is a class which consists of normal students and students with intellectual disabilities, this class implementation of remedial teaching and blended learning approach. Transition inclusive class is a class which consists of intellectual disabilities, this class implementation of mental retardation strategies and contextual teaching and learning approach. Intensive inclusive class is a class which consists of students with intellectual disabilities, this class implementation of mental retardation strategies and contextual teaching and learning approach.

Keywords: *Teaching, Learning Strategies, Inclusive Class, Intellectual Disabilities.*

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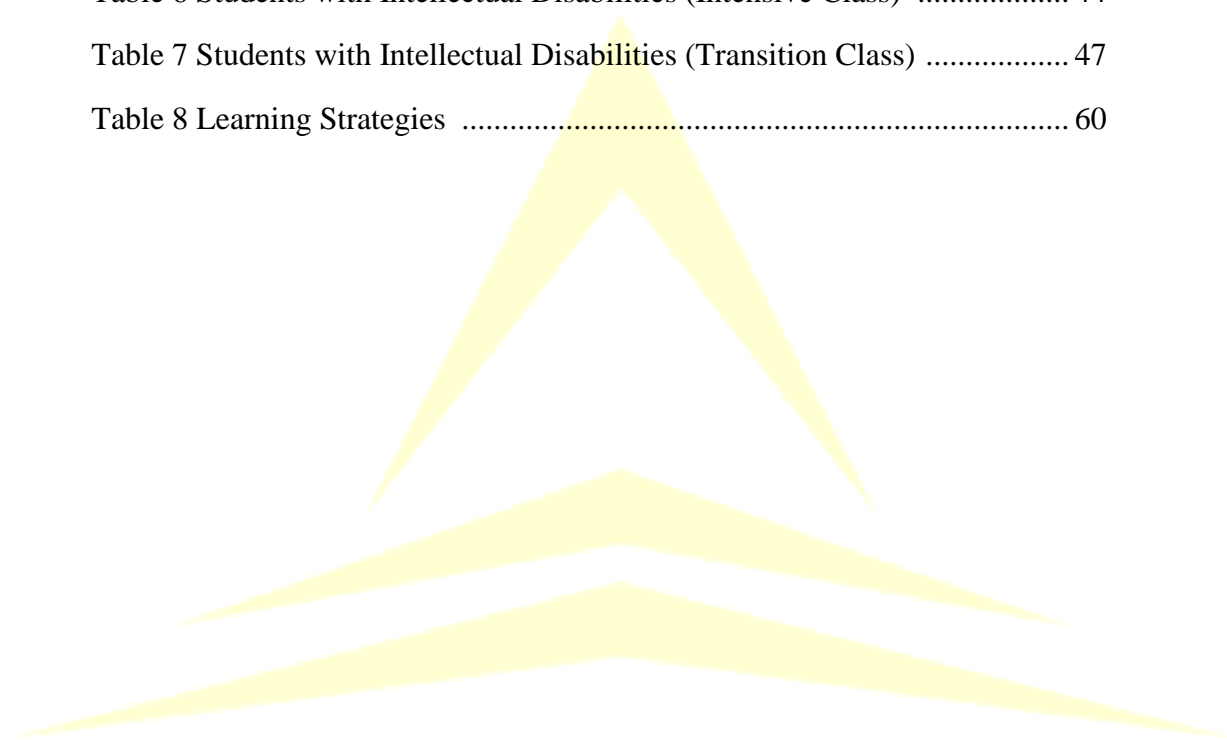
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CHAPTER I

INTRODUCTION

A. Background of The Study

The movement for education for all was launched in the early 1990s at a world conference attended by representatives from sundry international organizations, such as the World Bank, United Nations Development Program (UNDP), United Nations Educational, Scientific, and Culture Organization (UNESCO), United Nations Students' Fund (UNICEF), and United Nations Population Fund (UNFPA). Education for all in the whole world is the primary purpose for this convention; everyone should have the opportunity to receive an education. According to the Decree of Indonesia range 20 of 2003 about National Educational System, It declared that special education must be an offer to nationals with severe disabilities. According to the Constitution of the National Education System number 20 from 2003, special education is a type of education for children who have trouble learning due to emotional, physical, social, mental, and aptitude potential difficulties.¹

According to Gibbons intellectual disabilities often known as mental retardation, cannot be traced to a single person. Nevertheless, they are linked with a group of disorders in adaptive abilities and psychological functioning. Persons who have been thought to have an intellectual disability have IQs ranging from 50 to 70. Studies argue that there is no one explanation for intellectual disability related developmental delays. Learning is a long process for these people because they have trouble memorizing, generalizing, and motivating experiences and abilities. Meanwhile, difficulties with social skills, intellectual skills, and practical skills are among the adaptive issues. As a result, individuals with intellectual impairments struggle to socialize and

¹ Desi-Puspitasari, "English Language in Inclusive Class: a Challenge", Jurnal Pendidikan, Sosial, dan Agama Vol 11 No.01 2019, p.37-38.

understand topics in the classroom. Curriculum and teaching strategies for learners with intellectual disabilities must be changed to help them achieve viability in educational and practical areas such as living independently.²

Intellectually disabled students have developmental problems such as IQ, mental, emotional, social, and physical impairments, which need special education. Special education is available to children with intellectual impairments, notably in Indonesia. Special education is extensively utilized across the globe. There is an Inclusive class in Indonesia that supports student's learning and abilities. Over there all students with different backgrounds can have many of subject material especially English. Children with intellectual disabilities have difficulty learning and require extra time to acquire English as a second language. English is one of the subjects in which students engage in reading, writing, listening, and speaking activities. English as one of the subjects in school aimed make students used English well in their living. Teaching English strategies for students with an intellectual disability is different from teaching English for normal's students. There are differences in learning strategies, learning media, learning material and evaluation.

Putra Harapan Junior High School Purwokerto is located in Ks.Tubun Street, Slobor Alley, No 3, Kober village, Purwokerto Barat subdistrict, and Banyumas district. The background of that school is an inclusive school. There are three types of classes in Junior High School that class is regular inclusive, intensive inclusive, and transiton inclusive class. Inclusive regular class is consists of students with normal's intellectual and students with intellectual disabilities,intensive inclusive class is consists of Intellectual's disability students especially trainable mental retardation, another hand transition class is all student with various of intellectual disabilities especially educable mental retardation. Based on the fact the researcher provides above the researcher was interested analyzing the implementation English teaching

² Faris Alghatani, "Teaching students with intellectual disabilities: Constructivism or behaviorism?", Academic journals, Vol 12 No.21 2017, p.1032

and learning strategies for students with intellectual disabilities in the inclusive class. It is aimed to make teachers understand intellectual disability and inclusive class, but also teaching and learning strategies. This research may be used in the classroom to improve teaching and learning, particularly in inclusive classrooms.

B. Research Question

The research questions are as follows, based on the study's context:

1. How is the class classification of the intellectual disabilities students in Junior High School Putra Harapan Purwokerto?
2. How is the implementation of English learning strategies for intellectual disabilities students in each type of the inclusive classes?
3. How do the teachers implement the teaching learning process for intellectual disabilities students in each type of the inclusive class?

C. Objectives and Significances of the Research:

1. The objectives of the research are:
 - a. To find out the classification of the intellectual disabilities students in Junior High School Putra Harapan Purwokerto.
 - b. To analyze the implementation of English learning strategies for intellectual disabilities students in each type of the inclusive classes.
 - c. To analyze the implement the teaching learning process for intellectual disabilities students in each type of the inclusive classes.

2. The significance of the research

This study is divided into two aspects; they are theoretical and practical significance.

- a. Theoretical Significances

- 1) This study expected to help teachers have better understanding about the English teaching and learning strategies for students with intellectual disabilities in the inclusive classes.
- 2) This study expected to help increase the quality of English, particularly for students with intellectual disabilities in the inclusive classrooms.

3) This study expected will be utilized as a guideline for future research.

b. Practical Significances

1) For the teacher

The result of this research hopefully will be useful in enhancing English teaching and learning strategies for intellectual disabilities in inclusive class and enriching insight about it for further learning strategies.

2) For the school

The result of this research hopefully will be beneficial as new insights and evaluation of the English teaching and learning strategies for intellectual disabilities in inclusive class.

3) For readers

The result of this research will be advantageous for other researchers with the related topic in improving English teaching and learning strategies for intellectual disabilities in inclusive classes.

D. The Definition Key of Terms

The key word must be defined in order to provide a framework for the study to be done. There are three main keywords that will drive the research process in this study. That is it:

1. Teaching

Edmund Amidon defined teaching is an interactive activity that typically involves classroom conversation between the teacher and the students and happens during certain tasks.³

2. Learning Strategies

According to Weinstein and Mayer, learning strategies are the actions and ideas used by a student throughout the learning process to influence the encoding process. Meanwhile Chamot suggests that learning

³ Isola Rajagopalan, "Concept of Teaching", Shanlax International Journal of Education, Vol. 7, No 2, 2019.p.5

strategies are tactics, approaches, or purposeful activities that students use to help them acquire and remember linguistic and content-area knowledge.⁴

3. Intellectual Disabilities

According to Clarke and Berg, intellectual disability is a developmental disability that refers to cognition and adaptive functioning rather than a specific disease or illness.⁵

4. Inclusive Class

According to Hughes in an inclusive classroom, students with and without disabilities learn together in a general education setting.⁶

E. Review of the Previous Studies

This research was based on a variety of sources; the researcher presents some previous studies which correlate to this research. Here are the comparison of the results between this research and previous studies:

The first is a journal entitled “High Functioning Autistic Students’ Learning Strategies in Writing Texts in Inclusive Schools” by Muhammad Soali and Benny Krisbiantoro in 2021 from Harapan Bangsa University. The present study aims to describe examine the learning strategies used by high functioning Autistic students in writing descriptive texts in inclusive classes.⁷ The results of their research are the most learning strategies often used by high functioning autism students were memory strategies and cognitive strategies.

The similarity between the research by Muhammad and Benny with my research is found in object study, both of them discusse about English learning strategies strategies. The differences between that research and my research focus on study. That research focuses on implemented English learning

⁴ Ernesto Macaro. *Learning Strategies in Foreign and Second Language Classrooms*.(London:Continuum,2001),p.17

⁵ James C. Harris,”*Intellectual disability: Understanding its Development,Causes,Classifaction,Evaluation,and Treatment*”,New York: Oxford University Press, 2006, p12

⁶ <http://study.com/academy/lesson/inclusive-classroom-definition-strategies-environment.html#> , accessed December 01 , 2020, at 08:44

⁷ Muhammad Soali,Benny Krisbiantoro, ”*High Functioning Autistic Student’s Learning Strategies in Writing Texts inInclusive Schools*”,*Journal of Law, Economics, and English*,Vol.2,No.2,2021, p.155

strategies for autism disorder syndrom meanwhile my research focus on English teaching and learning strategies for students with intellectual disabilities.

The second was the thesis from *Nurhalim* with the title “*Teacher’s Strategies in Teaching English for Mentally Disabled Students*” in 2020 from Universitas Islam Negeri Sultan Thaha Saifuddin Jambi. His study aims to describe to find out the strategies implemented by English teacher mentally disabled majors. The similarity between the research by Nurhalim and my research is found in the object; both of them explained English teaching strategies for disability students. The differences between this research and my research are focus study. My study focuses on English teaching and learning techniques in inclusive classes, while his research focuses on applied English teaching strategies in special schools.⁸

The third is a thesis from Indah Wahyu Agusti entitled “English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto” in 2019 from Institut Agama Islam Negeri Purwokerto. Her study focuses on English teaching techniques, assessment, and application in an inclusive classroom. Her research attempts to define and assess English teaching techniques in inclusive classrooms.⁹ The goal of Wahyu's research and my research is comparable in that both of them employ English teaching techniques in an inclusive class as the research object. The focal study is the distinction between this research and mine. Her study is limited to English teaching techniques, whereas mine is focused on English teaching and learning in inclusive classes.

The fourth is a thesis entitled “Language Learning Strategies Used by Learners in SMA N 1 Ungaran”, by Lois Kesiana Pebriani, in 2019 from Institut Agama Islam Negeri Metro. The majority of their study focused on learning strategies used by students in SMA N 1 Ungaran. Their research

⁸ Nurhalim, thesis “*Teacher Strategies in Teaching English for Mentally Disabled Students*”,(Jambi:UIN Sultan Thaha Saifuddin Jambi, 2020),p.10

⁹ Indah Wahyu Agusti, thesis “*English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto*”,(Purwokerto,IAIN Purwokerto,2019).p.10

seeks to explain that six categories of strategies were used various strategies were used by the students with different range of frequencies. That are compensation, cognitive, and social strategies were used frequently than memory, metacognitive, and Affective strategies.¹⁰ The similarity between the researches by Lois with my research is found in an object, both of the explained about English learning strategies for students. The differences between this research and my research on focus study. Their research focuses on implemented English learning strategies for normal's students meanwhile my research focus on English learning strategies for intellectual disability in the inclusive class.

F. Structure of the Research

It is important to classify the structure of the research in order to conduct systematic research. This study is broken into five sections, as explained below.

Chapter I is the introduction, which consists of the background of the study, operational definitions, research questions, objectives, significance of the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II explains the theories of learning strategies in English teaching for students with intellectual disabilities. This part consists of four subsections; those are Teaching Approach, Learning Strategies, Intellectual disabilities, learning strategies in Inclusive Class.

Chapter III presents the research methods. This chapter deals with the research design, subject of the study, the object of the study, instruments for obtaining data, the technique of collecting data, and the technique of analyzing data.

Chapter IV presents the results of the research which consists of the first profile of Junior High School of Putra Harapan Purwokerto, Classification of inclusive class at Putra Harapan Junior High School

¹⁰ Lois Kesiana Pebrianti, "Languange Learning Strategies Used by Learners in SMA N 1 Ungaran", (Salatiga, Univeristas Kristen Satya Wacana, 2013), p.1

Purwokerto, The implementation of English teaching and learning strategies at inclusive class Putra Harapan Junior High School Purwokerto.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the research concludes and gives some suggestions related to the researcher.



CHAPTER V

CLOSING

The previous chapters had already presented the general introduction; it provided the theoretical background, defensible methods, and examined the results of the study. This chapter, attending the conclusion of the entire research, offered the summary of the main findings, an educational suggestion for enhanced English language teaching and learning process, limitations of the study, and recommendations for additional studies.

A. Conclusion

As it was mentioned in the first chapter, this research intended to answer three purposes of research: (1) find out the classification of the intellectual disabilities students in Junior High School Putra Harapan Purwokerto. (2) Analyze the implementation of English learning strategies for intellectual disabilities students in each type of the inclusive classes. (3) Analyze the implementation of teaching and learning process for intellectual disabilities students in each type of the inclusive class.

1. In terms of the first research question, it was based on the results of observation, interview, and study document. There are three types of inclusive class at Putra Harapan Junior High School Purwokerto, first regular inclusive class, second transition inclusive class, third intensive inclusive class. The results described that regular inclusive class is a class which consists of normal students and students with intellectual disabilities (mental retardation educable and autism), transition inclusive class is a class which consists of intellectual disabilities (mental retardation educable, attention deficit hyperactive disorder, and autism), intensive inclusive class is a class which consists of students with intellectual disabilities (mental retardation trainable and attention deficit hyperactive disorder).
2. According to the second research question, this research described the implementation of English learning strategies for intellectual disabilities

students in each type of the inclusive class at Putra Harapan Junior High School. The results showed that inclusive regular class is the implementation of remedial teaching strategies, intensive inclusive class is the implementation of mental retardation strategies (individualized and behavior modification strategies) and intensive inclusive class is the implementation of mental retardation strategies (individualized strategies).

3. In terms of the third question, this research described the implementation of teaching and learning process for intellectual disabilities students in each type of inclusive class. The results showed that inclusive regular class is the implementation of blended learning approach, the learning material is based on lesson plan, the learning media must be visual (non abstract) and the evaluation use of remedial (repetition approach). Transition inclusive class is the implementation contextual teaching and learning approach, the learning material based on lesson plan and elementary school level, the learning media is visual (non abstract) and the evaluation is based on PPI (Program Pendidikan Individu). Intensive class is the implementation of contextual teaching and learning approach, learning material is based on elementary school level, learning media is visual (non abstract) and the evaluation is based on PPI (Program Pendidikan Individu).

B. Suggestion

Based on the results of this research, the teachers who taught students with intellectual disabilities should be able to recognize the features so that they would be able to classify their students' disability categories and give appropriate educational services, as well as create the methods, media, and evaluations based on their students' disabilities.

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