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

IAIN PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for Achieving the Degree of Sarjana Pendidikan (S.Pd) in English Education

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Purwokerto, 23 September 2021

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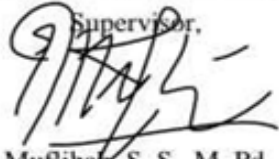S.N 1717404006

APPROVAL SHEET

This thesis, entitled

English Teaching and Learning Strategies for Students with Intellectual

Disabilities in the Inclusive Class of Putra Harapan Junior High School

Purwokerto

written by **Arwanto**, Student Number 1717404006, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto, was examined on Wednesday, 13 October 2021 and declared qualified for achieving the degree of *Sarjana Pendidikan (S.Pd)* in English Education.
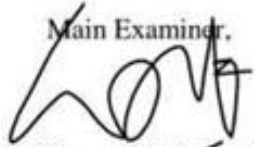
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Assalamualaikum Warahmatullahi Wabaraakatuh

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

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Wassalamualaikum Warahmatullahi Wabarakaatuh

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iv

Motto

"if you know how to write you know how to think"

(JOANNE DIAZ)

DEDICATION

I dedicate my thesis for my parents (Karsini and Sudirman)

I dedicate my thesis for my second parents (Hayatun Nufus and Arrisetyo)

I dedicate my thesis for Nouvus Family Purwokerto

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First and foremost, I offer praise and thanks to Allah SWT. The lord of the world and creator all of everything in the world, thus I can complete this observation report as per the time specified.

I am also very grateful to the school that has allowed me to make this observation in the school, especially for the headmaster Junior High School Putra Harapan Purwokerto, teachers, and all of students that I observed, because for good cooperation I can do this report.

This script is the thesis that has been proposed to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto as a Partial Fulfillment of the requirement for obtaining the Scholar Degree of Education (S,Pd).

During the arrangement of this thesis and as long as the writer learns in State Institute on Islamic Studies Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many side. Thus, in this chance the writer will convey the gratefulness and award as possible to honorable:

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11. All of my beloved friend team creative at Nouvus Home

12. All of my beloved friends at TBI A 2017, Elfira 3 Borading School 2017

13. My self who never give up and thank for everything you are amazing ☺

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

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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.

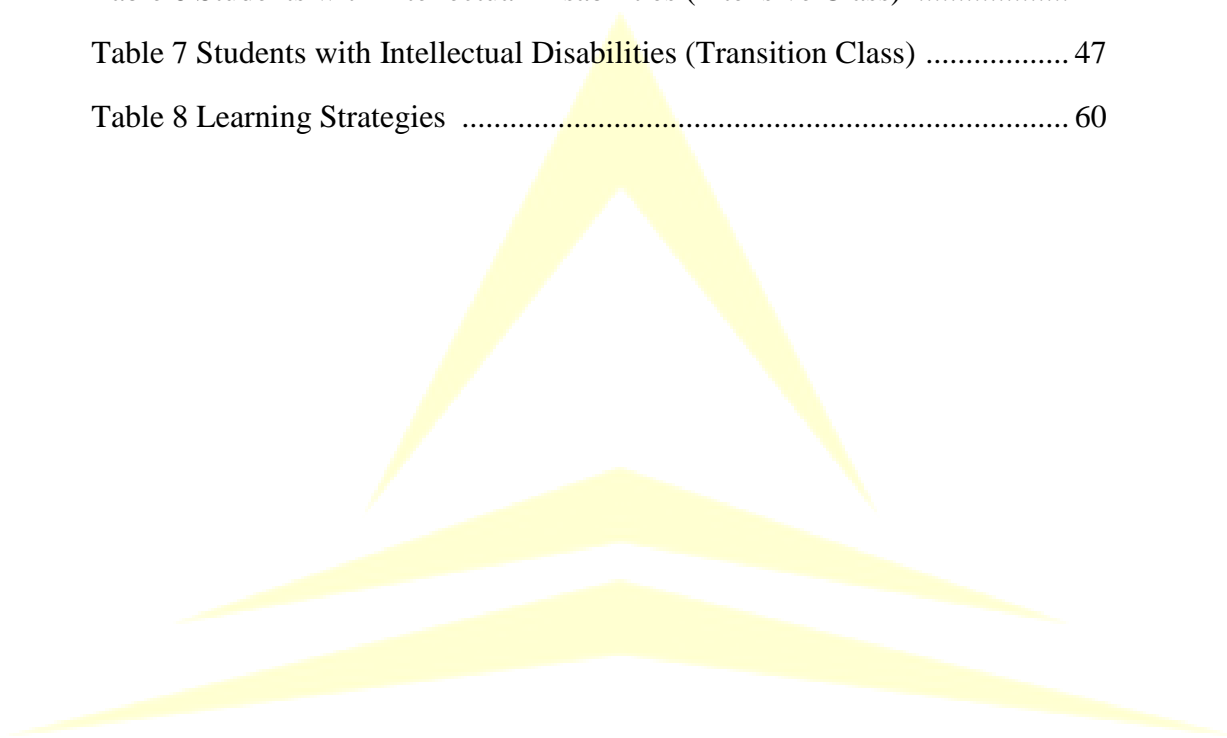*Keywords: Teaching, Learning Strategies, Inclusive Class, Intellectual Disabilities.*

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IAIN PURWOKERTO

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

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[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

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[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.

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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

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[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

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[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# , accesed 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

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[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, metacogntive, 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 fourth 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

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[10] Lois Kesiana Pebrianti,"*Langauge 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 II
LITERATURE REVIEW

A. Teaching

1. Definition of Teaching

One of the instruments of education is teaching, which has the specific role of imparting knowledge and skills. The primary goal of teaching is to ensure that students learn effectively. As a result of teaching, the learning process would be finished. As a result, teaching and learning are inextricably linked. Now let's discuss some definition of teaching definition according to scientists. According to Edmund Amidon defined teaching is an interactive activity that typically involves classroom conversation between the teacher and the students and happens during certain tasks. Meanwhile Davis et al, contribute significantly in defining this concept, teaching is a main components of the scientific process are content, communication, and feedback. The teaching method has a good impact on the students' learning. It's always possible to change, enhance, and develop something.[11] Based on some definition of teaching above, the writer can conclude that teaching is process communication between teacher and students for transferring knowledge and have modify, improve and develop.

2. Classification of Teaching Approach

Jeremy claims the word approach refers to ideas about the nature of language and language acquisition that serve as the foundation for how things are done in the classroom and why they are done. An approach outlines how individuals acquire language skills and makes predictions about the conditions that will lead to successful language acquisition.

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[11] Isola Rajagopalan, *"Concept of Teaching",* Shanlax International Journal of Education, Vol. 7, No 2, 2019.p.5

a. There are kinds teaching approach according Jeremy Harmer as follows:

1) Grammar Translation

According to Jeremy grammar translation is individual points of grammar were explained to the students, and then they were given sentences that demonstrated these concepts. These needed to be translated from the second target language to the students' first language and vice versa.

2) Task-Based Learning (TBL)

Task-based learning, according to Jeremy, places the completion of meaningful activities at the center of the learning process. It is based on the notion that if pupils concentrate on completing a task rather than on linguistic form, they would be more successful.

3) The Lexical approach

Jeremy claims that a lexical approach would shift our focus away from syntax and tense usage and toward the teaching of phrases that demonstrate words in context and are generative in a different way than standard grammar replacement tables.[12]

b. Contextual Teaching and Learning (CTL)

Sanjaya defines CTL as a teaching-learning method that stresses the whole process of student engagement in order to discover the content taught and link it to real-life circumstances that inspire students to apply it in their lives. In order to grasp the notion of CTL, three things must be realized. First, CTL stresses students' engagement in the process of finding material and meaning, so that the learning process is closely linked to the experience process. The learning process in CTL does not expect students to just acquire course

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[12] Jeremy Harmer, "*The Practice of English Language Teaching Fourt Edition*",United Kingdom, Pearson Longman ELT,2007,p.74

content, but rather to explore for and discover their own knowledge. Second, CTL pushes students to find the connection between the content learned and real-life situations, which implies students must document the connection between the learning experience and real-life situations. This is critical because being able to connect the material found with real-life situations makes the content more useful and embeds it in the student's memory, making it less likely to be lost. CTL encourages students to apply it in their daily lives, which implies that CTL expects students to comprehend not just the content they are studying, but also how the subject matter may influence their conduct in everyday life. In the context of CTL, lesson information is not to be piled in the brain and subsequently forgotten, but rather to be used in real life.[13]

c. Blended Learning

Blended learning is described as a combination of offline and online learning. There several definition of blended learning according to of scientist, according Krasnova, blended learning, according to Krasnova, is a teaching style that blends the most successful face-to-face teaching techniques with online interactive collaboration, resulting in a system that operates in continual correlation and creates a unified whole.[14] Bonk and Graham defined Blended learning is definition as the use of both traditional offline and computer-assisted education. In another definition, Garrison and Vaughan indicated that blended learning was developed offline and distance learning strengths were combined to create this education. In the educating and training students, it blends both traditional classroom lectures and online

[13] Firdaus, Fatma Dewi,"*Application of Contextual Teaching and Learning (CTL) components In Telecommunication Network Design and Optimization Course*",International Journal of Chemistry Education Research,Vol 2 No 1, 2018,p25

[14] A. Bryan & K.N Volchenkova. "*Blended learning: Definition,Models,Implications for Higher Education*", Education sciences, Vol 8, No 2, 2016,p.25

learning. Figure 2 illustrates the blended learning environment as it relates to traditional and online learning.[15]
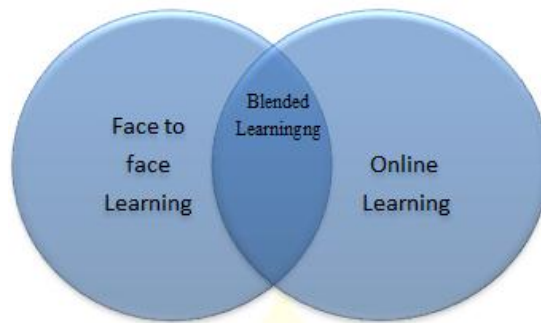
(Figure 1. Blended Learning Environment)

1) Principle of blended learning

According Garrison & Vaughan explaind that the principle of blended learning is that offline and digital communication are optimally combined so that each individual's skills are blended into a unique learning process that is consistent with the surroundings and intended educational goal.[16]

Table 1: Types of Classes

On-line content distribution	Type of classes	Descriptions that are typical
0%	Traditional	the course and materials delivery by written, no online teaching.
1 to 29%	Facilitated by the Website	The course uses website for face-to-face and uses the website for sending syllabus, materials, or tasks.
30-70%	Blended	A course that blends traditional and online, materials and discusses

[15] Waheeb S. Albiladi & Khlood K. Alshareef."*Blended Learning in English Teaching and Learning: A Review of the Current Literature*", Journal of Language Teaching and Research,Vol 10, No 2 , 2019, p.232

[16] Parlindungan Pardede,"Blended Learning for ELT", Journal of English Teaching,Vol 2 No 3,2012,p.169

		more uses online, sometimes offline meetings.
≥ 80%	Online	Classes where there is no face-to-face meeting.

(Allen, Seaman, and Garren's)

It is now clear that blended learning combines offline and the ICT. According to Allen, Seaman, and Garren (Based on table) blended learning is learning strategies where 30-79% of a classes's learning materials should be delivered through ICT.[17]

2) Stages of Blended Learning

According Grant Ramsay, in the blended learning strategy, there are three stages that apply to ICT-based learning, including: (1) seeking of information, (2) acquisition of information, and (3) synthesizing of knowledge:

a) Seeking information include the use of ICT to search for information from a variety of sources. The students can be looking for the materials on Youtube, google or other reference education websites.

b) Acquisition of information, Individual learners and cooperative-collaborative groups seek to discover, understand, confront it with ideas or ideas already minds of learners, and interpret information/knowledge from various sources until they can communicate and interpret the ideas and results of their interpretation using ICT facilities. In this stage, students and teachers can discuss the materials with WhatsApp group, zoom, google classroom, and other application.

c) Synthesizing of knowledge stage is adaptation according to the findings of the study, discussion, and development of a conclusion based on the data gathered. The students sending the

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[17] Parlindungan Pardede,"Blended Learning for ELT",p.169

results of learning activities, such as summary, PowerPoint discussion, videos, or student's task.[18]

3) Models of Blended Learning Implementation

Blended learning, in general, is a combination of physical and digital learning. Blended learning is a new type of learning that combines face-to-face and online instruction. That combines traditional learning with ICT media such as tablets, smartphones, computers, and other technology. There are some model can implement in blended learning method, the writer finds out several models in below:

a) The models of implementing blended learning in various institutions. According Horn and Staker conducting the best model of blended learning, these models are:

(1) Rotation model is a combination of online learning with traditional learning or face-to-face. This learning model changes from offline learning to digital learning and from self-study to meeting in the class.

(2) Flex model is a concept that involves providing materials and learning over the internet while being supervised by instructors in the classroom. This is a flexible online learning approach in which educators give students with adaptable support based on their requirements through tutorials and small group sessions, group projects, and personal supervision.

(3) The self-blend model is Students pick their own learning, yet it takes place in the same learning environment. Students pick their own type of online learning to supplement face-to-face learning.

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[18] Ari Susandi, "*The Influence Model Blended Learning of Social Science Subjects Respecting Indonesian Ethnic and Culture Diversity To Increasing Activity And Learning Outcomes of Grade V Students in Elementary School 1 Purwoharjo Banyuwangi Distric Lesson Year 2015/2016*", Pancaran Pendidikan, Vol 6, No 3, 2017, p.51

(4) Enriched virtual model, model where course and delivery of materials by online, sometimes the teacher make face-to-face learning just supplement. This model developed from an online school, the develop blended program gives face-to-face experience to the students. The learning time is a mixing of online learning and offline learning.

b) Model of implementing internet-based blended learning.

There are three models for the development of internet-based blended learning according to Haughey and Anderson, namely, web-centric course, the web course model, and web-enhanced course. All of that will be explained as follows;

(1) Web course model is a studing model in which all of the classroom activities using of internet media.

(2) Web-centric course model is a course where usage internet that combines digital learning and offline class. Some of the content materials are sended online and several of the materials send by face-to-face learning activities. In this technique, the educator provides instruction to the all student for learning the materials on the website. The student can be looking for the relevant materials on another website. In face-to-face learning, the teacher and the students discuss materials that have been learned through the website.

(3) The web-enhanced course is the model course where students and the teacher used the internet in the class looking for materials, discussions, present materials on the website and soon.

c) Web-based blended learning implementation model. According Bonk and Dennen there are ten model of blended learning, will be explained follows :

(1) The marketing syllabus is the teacher sending the materials by the website,

(2) Students exploration of website resources is the educator or teacher ask the students to explore the website such as e-laboratories, e-journals, e-new, etc,

(3) Student-generated resources are published on the web, the students exploring in the website about materials and products after that developed for enriching student's knowledge and skill,

(4) Resource on the web, the teacher sending the materials and learning activities by websites such us handouts, papers, overview, assignments,

(5) Re-purpose website resource, the teacher presented the one subject material in the website and that just compliment the blended learning,

(6) Substantive and graded web activities are learning models where students use a website for presenting the task or discuss the materials on the website,

(7) Curling activities extending beyond class are learning activities between students and teachers by computer conferences.

(8) Web as an alternative delivery system for residents students, using the website for giving information and problem solve,

(9) Laughing education even through the website, is used by educators in the world,

(10) Courses fit within longer programmatic web initiatives, using ICT between government and private develop an educational program for served education all people in the world.[19]

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[19] Rahmat Mahmud,"Blended Learning Model Implemtation in the Normal, Pandemic, and New Normal Era", Social,Science,Education,and Humanities Research, Vol 479, 2020, p.134

B. Learning Strategies

1. Definition of Learning Strategies

    A teacher should have a method for delivering learning materials to learners, with the goal of making students' understanding easier so that they can become experts in those topics. Before to the instructor presenting the contents to the students, some preparation is required, such as the creation of learning techniques, learning media, learning material, and student evaluation. There are some definitions according to scientists about learning strategies such as Weinstein, Mayer, and Chamot. 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 strategies are tactics, approaches, or purposeful activities that students use to help them acquire and remember linguistic and content-area knowledge.[20]

    According Ernesto Maccaro, the principle of cognition is related to the study of strategy. Cognition refers to the brain's ability to keep information for short periods of time, store it, choose and retrieve it, and analyze it (see figure 1). There are two parts of memory in our brain, that are working memory and long-term memory (LTM). The LTM can store a large number of language recordings, which are no longer held as language in the outside world of sounds and squiggles unless there is brain degeneration or injury. The working memory can only hold information for very short periods of time but it's the working memory that does all working of selecting, converting, findings ways of storing and retrieving language from long term memory.[21]

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

[21] Ernesto Macaro. *Learning Strategies in Foreign and Second Language Classrooms*, p.22
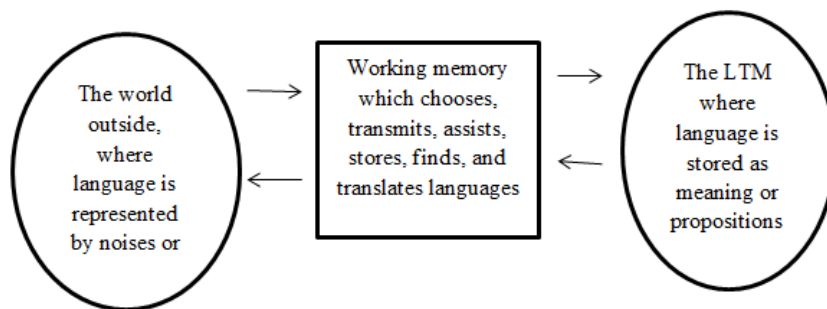
(Figure 2. Cognition Process)

Based on the definition above, the writer concludes that learning strategies are techniques, approaches that are used to facilitate learning activities and influence the behavior and thoughts' students during the learning process. Learning strategies related to process cognition, there are two systems to process the cognition in our brain that are working and long term memory. Process cognition include of hold information, stores information, select and retrieves information.

2. Classification of Learning Strategies
   a. Active, Innovative, Creative, effective, and Interesting Education

      According to Aswan, The active, innovative, creative, effective, and fun learning is a teaching method that encourages teachers to be creative in their use of learning resources.

      1) Active Learning is students are required to learn actively, which means they must utilize their intellect to locate and handle learning resources,

      2) Innovative Learning is students must be able to express themselves and be free of fear or worry in order to learn,

      3) Creative Learning is a method of teaching in which teachers are challenged to use current learning tools and media in novel ways,

      4) Effective Learning is learning is supposed to yield the best results possible,

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5) Interesting Learning is learning takes place in a fun, interesting, and non-boring environment.[22]

b. According O'Malley and Chamot classify learning strategies follow :

1) Cognitive strategies related to the thinking power of learners in processing teaching and learning materials,

2) Metacognitive strategies related to methods learning to manage learning materials teach,

3) Social is related to students' collaboration with other friends in achieving learning goals,

4) Affective strategies are related to the attitudes and feelings of the learner in dealing with the learning process of learners.[23]

c. Rubin proposed three major strategies directly or indirectly guide language studying :

1) The first one is the learning strategy which includes cognitive and metacognitive strategies. Cognitive strategies in learning to require analysis, transformation, or synthesis of studying material whilst metacognitive techniques refer to regulating or self-directed gaining knowledge of such as planning, goals placing, or self-management,

2) The second principal type is communication strategies, which contribute less immediately to learning,

3) The third major type is social strategies, which are used when learners are involved in tasks and practice or exercise their understanding.[24]

d. According to Oxford, there are two types of language acquisition strategies: direct and indirect:

1) Direct methods entail direct study and demand that the language be processed intellectually, which includes:

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[22] Aswan,"*Strategi Pembelajaran Berbasis PAIKEM*",Yogyakarat:Aswaja Pressindo,2016,p.43

[23] Ernesto Macaro. "*Learning Strategies in Foreign and Second Language Classrooms"*, p.23

[24] Hong Shi,"*Learning strategies and Classification in Education*",Institute of Learning Style Journal,Vol 1 2017,p.27

a) Memory techniques, such as grouping, creating intellectual links, using images and music, reviewing, and using action, assist learners in storing and retrieving new knowledge,

b) Cognitive strategies, help students to comprehend and generate new language through activities such as thinking, rehearsing, sends and receives messages, evaluating, and summarizing,

c) Compensation strategies, enable learners to utilize the new language for understanding or creation despite little understanding, and they are utilized to correct for a lack of grammatical and, particularly, word variety.

2) Indirect strategies assist learning indirectly however are powerful to the learning process which consists of :

a) Metacognitive strategies.

Aid students in making adjustments to their learning, such as paying any attention, planning, self-evaluation, and analyzing faults or the mastering process,

b) Affective strategies.

Reducing anxiety, self-rewards, and self-encouragement may all help students manage with their own emotions, motivation, and attitudes,

c) Social strategies.

Asking questions, cooperating with friends, and developing cultural knowledge are examples of techniques for learners to acquire a language through interactions with native speakers or the target language.

C. Intellectual Disability

1. Intellectual Disability definition

Mental retardation is defined by the International Classification of Diseases as a cognitive and intellectual disorder that begins in childhood and lasts into adulthood, while in English-speaking countries; mental retardation is referred to as intellectual disabilities. What exactly is meant

by disability? According to Braddock and Parish, disability is socially defined and refers to how others perceive an impairment.Meanwhile 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.[25]

According Hughes intellectual disability is a person with intellectual impairment has limits in mental functioning and abilities such as communicating, personality, and social skills. A kid will learn and grow at a slower rate than a typical child due to these limitations. It may take longer for children with intellectual impairments to learn to talk, walk, and handle the care of personal requirements such as clothing and eating. They are more probable to have academic difficulties. They will eventually learn, but it will take them longer. It's possible that they won't be able to learn some things.[26]

2. Etiology Intellectual disability

There are some most prevalent causes of intellectual disabilities such as chromosomal abnormalities, genetic disorders, congenital brain deformities, neurological illnesses, congenital diseases, inborn metabolic problems, and birth damage.[27] There are several causes children was born with intellectual disabilities, the most common are:

a. Genetic conditions

Inherited faulty genes, mistakes when genes interact, and other factors can all contribute to intellectual impairment. Examples of the baby was born with intellectual disabilities cause by genetic condition is down syndrome, trisomy 21 disorder, and phenylketonuria.

b. Problem during pregnancy.

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

[26] http:parentcenterhub.org/intellectual/, 2017 , accessed on November 24, 2020, at 23.10

[27] Dilip R , et al, "Intellectual disability : definition,evaluation and principle of treatment" (https://dx.org/10.21037/pm.2018.12.02 accessed November 24 , 2020, at 23.29)

If a child does not grow normally within the mother, he or she may be born with a cognitive disability. Example, It's possible that the way the baby's cells split as it grows will cause problems. A kid with intellectual impairments may be born to a pregnant mother who consumes alcohol or acquires an illness such as rubella.

c. Problems at birth

If the baby has problems receiving adequate oxygen during labor and delivery, he or she may be born with an intellectual impairment.

d. Health problems

Malnourishment (not eating correctly), a lack of health care attention, or exposure to pollutants such as lead or mercury may all cause diseases including pneumococcal pneumonia, measles, and meningitis.[28]

3. Characteristic of People with Intellectual disability

People with intellectual impairments have several traits that can influence their learning process as well as their capacity to adapt to their family, school, and community contexts:

a. General Cognition

According Wehman people with intellectual disabilties physically and emotionally traits, as well as mentality, temperament, and beliefs, are all present in people with intellectual impairments. It's possible that their seeming sluggishness in learning is related to a slower pace of intellectual growth.

b. Learning and Memory

According to Bierne Smith intellectually disabled people have considerably inferior learning and memory abilities than their peers who are not disabled. Children with intellectual impairments may fail to understand the conditions or activities that assist learning and memory retention and may not be able to employ suitable learning or

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[28] http:parentcenterhub.org/intellectual/, 2017 , accessed on November 24, 2020, at 23.48

memory retention techniques on their own and additional according to Kittler in both classroom and real-life settings, people with intellectual impairments struggle to focus on important stimuli, occasionally paying attention to the incorrect things.

c. Adaptive Skills

According to Hardman adaptive skills are often lacking in people with intellectual impairments compared to their peers who do not have difficulties. For a number of reasons, a kid with intellectual impairments may find it difficult to acquire and apply skills, including greater psychomotor retardation, carelessness, failure to interpret social cues, and impulsive conduct.

d. Self-Regulation.

According to Sonkof and Philiph self-regulation, or the capacity to moderate or govern one's own behavior, is linked to the ability to practice an activity.

e. Speech and Language.

According to Beirne Smith delay in speaking, language understanding, and formulation may be a problem for those with intellectual impairments. Language difficulties are more often linked to delays in language development than strange language usage.

f. Motivation.

According to Beirne Smith people with intellectual disabilities are commonly described as being self-directed or lacking motivation. Mistakes in the past, as well as the anxiety resulting from previous failures, may cause them to look less goal-oriented and motivated. Failure typically leads to a sense of powerlessness.

g. Academic Achievement.

According to Hughes because of cognitive impairments, children with mild to severe intellectual disabilities struggle academically.

h. Physical Characteristics.

According Hallahan and Kaufman physical, behavioral, orthopaedic, vision, and hearing impairments, as well as health concerns, may coexist in children with intellectual disabilities who have diverse biological etiologies.[29]

4. Classification of Intellectual disability.

Based on IDEA (Individuals with Disabilities Education Act Amandements 1997) commonly children with intellectual disability:

a. Mental retardation

Children with mental retardation have resistance and intellectual mental development that is below average, causing difficulty with academic assignments, communication, or social interactions.[30] According to Bratanata children with mental retardation, require specific educational assistance because their IQ is lower than that of other children. According to Edgar Doll, children with mental retardation are socially inept, cognitively deficient, and their intelligence and maturity are restricted. According to the above description, children with mental retardation have a lower-than-average IQ, lack intellect, and lack socialization.[31]

1) Classification of mental retardation based on education facility follow:

a) Educable mental retardation is children who have an IQ of 68-52, can get education in the form of reading, writing, and arithmetic but cannot be optimal like other normal children. They can be trained to be independent people and have simple work skills.

[29] Abha Shree & P.c Shukla. Intellectual Disability : "*Definition , Classification, cause , and characteristics*" Vol 7, No. 1,
http://researchgat.net/publication_Intellectual_disability_definition_classification_causes_and_characteristics, accesed on November 27, 2020 , at 21:05
[30] Dinie Ratri Desiningrum. "*Psikologi Anak Berkebutuhan Khusus*". Yogyakarta: Psikosain, 2016, p.8
[31] Jati Rinakri Atmaja. "*Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus*".Bandung:Rosda,2017,p.98

b) Trainable mental retardation is Children with an IQ of 51-36 cannot be educated due to their low IQ, but they may be taught to take care of themselves, such as eating and drinking, as well as to socialize with others and perform social tasks.

c) Totally dependent mental retardation is Children with an IQ of 39-25 have an extremely low level of intellect. They are unable to care for themselves or socialize, and so require the assistance of others throughout their lives.

2) Classification of mental retardation based on binet scale and weschler scale follow:[32]

Table 2. Classification Mental Retardation Base on

Binet and Weschler Scale.

Classification	Binet Scale	Weschler Scale	Description
Moron/Debil	IQ 68-52	IQ 69-55	able to read, write,and perform basic arithmetic
Imbesil	IQ 51-36	IQ 54-50	They struggle with academic subjects include reading, writing, and arithmetic. However, they can eat, wash, and dress, but they require adult supervision to carry out everyday tasks.
Severe	IQ 32-20	IQ 39-52	They are unable to care for themselves or socialize, and so require the assistance of others throughout their lives.

b. Slow learner

Slow learners are children who have little intellectual potential below the norm (usually have an IQ average of 70-90).[33] The slow

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[32] Jati Rinakri Atmaja. "*Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus"*.Bandung,p.101

learner is the cognitive condition of children who are slow to learn compared to other normal children who have the same intellectual potential. Parents are sometimes confused as to why their child is a slow learner, because slow learners have similar physical traits, have enough memory, and have common sense. Slow learners have intellectual capacities that are lower than typical children's, but they do not have mental retardation. Slow learners experience learning delays and require special education services such as repeats in order to understand.[34]

c. Learning Disabilities

Academics are challenging for children with certain learning impairments, especially in reading, writing, and math. There are some characteristics students with learning disabilities follow:

a. Dyslexia is a condition characterized by a child's inability to learn activities as a result of reading and writing difficulties.

b. Dysgraphia is a child's inability to communicate his thoughts in writing.

c. Dyscalculia is a condition in which children are unable to do math calculations.[35]
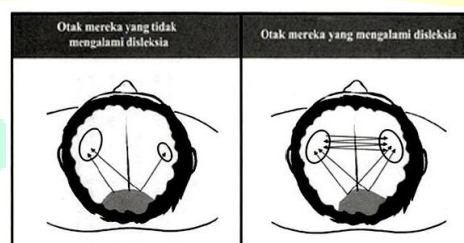
(Figure 3. The differences normal's brain and dyslexia)

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[33] Dinie Ratri Desiningrum. "*Psikologi Anak Berkebutuhan Khusus*". Yogyakarta: Psikosain, 2016, p.8

[34] Wachyu Ameli,"*Characteristics and Type of Learning Difficulties of Student with Slow Learner",*Jurnal Ilmu Kesehatan Aisyah, Vol 1, No 2, 2016,p.55

[35] Jati Rinakri Atmaja. "*Pendidikan dan Bimbingan Anaka Berkebutuhan Khusu"s.*Bandung:Rosda,2017,p.259

d. Talented Kids

Children with talented, or skill and intelligence excellence are children who have smart potential, creativity, and responsibility to task (task commitment) above other children, which is why they require special education to demonstrate their potential

e. Autism

Autism is a developmental disability that causes central nervous system distraction, affecting verbal and nonverbal communication, as well as social interaction.36 According to Kartono autism is Symptoms of totally encasing oneself in the outer world and refusing to have any further interaction with it37

f. Indigo

Children who have special abilities, unusual abilities and supernatural abilites.[38]

g. ADD/ADHD (Attention Deficit Hyperactivity Disorder)

Add/Adhd is a condition in which individuals lack attention, are hyperactive, and impulsive, causing their tasks to be disrupted.[39]

D. Teaching and Learning Strategies for Disabilities in the Inclusive Class

1. Definition of Inclusive Education and Inclusive Class

Students' learning and ability to learn should be supported by education. For kids with severe impairments, this learning might take place in either special education or general education classes. While studies significantly supports inclusive education for students with severe impairments, in practice, a lack of experience and understanding restrict its efficacy for students with severe disabilities. Several special and general education instructors have never worked in an inclusive classroom and are unclear how to deliver effective instruction.[40]

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[36] Dinie Ratri Desiningrum. "*Psikologi Anak Berkebutuhan Khusus*", p.8
[37] Jati Rinakri Atmaja. "*Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus*".Bandung,p.198
[38] Dinie Ratri Desiningrum. "*Psikologi Anak Berkebutuhan Khusus*", p.8
[39] Jati Rinakri Atmaja. "*Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus*".Bandung,p.235
[40] June E. Downing. "*Academic Instruction for Students With Moderate and Severe Intellectual Disabilities in Inclusive Classrooms*". Singapore:Sage Company,2010,p.17

Students in general education classrooms have direct access to the grade-level core content that the entire class is taught. Inclusive education also guarantees that children with moderate or severe impairments have access to the main academic program. According to Soukup, Inclusionary education is the process of kids learning hard content in general education rooms alongside their classmates that has been made relevant and appropriate for their particular needs who do not have disabilities. Students with disabilities can get the same education as normal's students, but the educator must consideration student's abilities because the cognition of students with disabilities is different from normal's students. Special education for kids with impairments is provided in this period, particularly in Indonesia. Usually, people said that Inclusive education and inclusive education have a special class name inclusive classroom. According to Hughes in an inclusive classroom, students with and without disabilities learn together in a general education setting.[41]

a. According to Ormrod, inclusive education is a method that educates all students, including those with disabilities, in a typical school setting where there are usually children without special needs; nevertheless, according to Ashman, inclusive education models in Indonesia follow the following:

1) Reguler class is children with a disability Every day in a regular classroom, kids learn alongside normal classmates using the same curriculum,

2) Reguler Class with cluster is children with a disability Learn alongside regular students in a regular lesson with a special group,

3) Reguler class with Pull out is Children with special needs study alongside regular students, although they may be taken out of the regular classroom to work with a special guide teacher,

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[41] http://study.com/academy/lesson/inclusive-classroom-definition-strategies-environment.html# , accesed December 01 , 2020, at 08:44

4) Reguler Class with Cluster and Pull Out is Children with special needs learn alongside regular students in a regular classroom with a special group, although they are occasionally taken out of the regular classroom to learn with a special guide teacher,

5) Special class with several integration children with intellectual disabilities learn in special class in reguler school, but sometimes in several subject can join with normal's students in reguler class

6) Special class full children with intellectual disabilities learn in special class and in the Reguler School.[42]

2. Learning Strategies for Inclusive Class

The teachers need to be able to identify students with special educational needs and disabilities (SEND) in their class and follow the practical requirements for educating them.[43] Some techniques can be utilized in inclusive classrooms with small groups of children or full classes of children with special education and disabilities, as well as in special classes or special schools with students ranging in age from preschool to high school.

a. All instructors working in the field of inclusive education should be able to use these techniques effectively. There are severals learning strategies according to Garry Hornby follow :

1) Cooperative Learning.

Cooperative learning, according to Johnson, consists of small groups of students who work each other to enhance each other's learning. The key characteristic is that instead grouping students with equal skills, every small group has variations in abilities. When there are kids with impairments in the class, cooperative learning is the best option.[44]

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[42] Hendra Prasetya,dkk," *Layanan Pembelajaran Untuk Anak Inklusi"*,Sidoarjo:CV. Dwi Putra Jaya,2018,p.3

[43] Garry Hornby." *Inclusive Special Education"*.New Zealand:Springer, 2014, p.61

[44] Garry Hornby. *Inclusive Special Education*.New Zealand:Springer, 2014, p.66

2) Peer Tutoring

Peer tutoring is a set of instructional techniques that may be utilized with a single student, a small group, or a large number of students. It implicates youngsters as tutors to other children under the supervision of the instructor. Peer tutoring is a learning technique in which the teacher allows one of the students to explain the subjects to their peers.[45]

3) Formative assesment, evaluation, and feedback.

According to Mitchel, all information concerning formative assessment, evaluation, and feedback on students' learning is gathered, and teachers offer feedback to students in order to change teaching techniques as needed and improve learning.[46]

h. Direct Instruction.

Direct instruction is a teaching method that is commonly used to teach reading or mathematics. The instructional activities include direct instruction from the teacher to a small group, face-to-face, or individual students.[47]

b. Individualized, Cooperative, and Behavior Modification strategies.

According to Rochyadi, there are three types' learnings strategies which are used for teaching students with mental retardation disorder.

1) Individualized is learning strategies all students get the same learning materials, the level and breadth of the subject matter are adjusted to the skills and requirements of each student.

2) Cooperative is learning strategies which are that integrate mental retardation students with normal's students. Having benefits such as promoting socializing between mentally impaired and normal children, establishing a respectful attitude toward mentally challenged children, and fully realizing the potential of mentally retarded children.

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[45] Garry Hornby. *Inclusive Special Education*.New Zealand:Springer, 2014, p.67

[46] Garry Hornby. *Inclusive Special Education*.New Zealand:Springer, 2014, p.69

[47] Garry Hornby. *Inclusive Special Education*.New Zealand:Springer, 2014, p.70

3) Behavior Modification Strategies is strategies that change, eliminate, or reduce bad behavior to good behavior. There are special technique forimplemented this strategie such as praise, reward, or caress.[48]

c. Remedial Teaching

According to Meita shanty remedial teaching is a type of instruction that aims to make students better than they were previously.

There are some approaches in remedial teaching follow:

1) Kuratif approach is if one or more students are unable to finish the learning program in line with the requirements, this technique is used. There are several approach to achieve the goals:

   a) Repetition is kuratif method for kids who have learning challenges individually or in groups,

   b) Enrichment is uratif method for kids who are having minor academic issues,

   c) Acceleration is a kuratif method for students with mental disorders who are brilliant,

2) Preventif approach, this strategy is utilized with students who are predicted to fail certain academic programs.

3) Development approach is a teachersolves the problems or challenges that students have throughout the teaching and learning process using a strategy that is adopted during the teaching and learning process.[49]

3. Teaching Intellectual Disabilities

Intellectually disabled students progress at a slower rate. They can have trouble retrieving knowledge from their working memory. To put it another way, they might forget what they've learned. As a result, as educators, you should divide their work into smaller parts. Make sure you write down the steps for the learner to see before you begin. Flashcards are

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[48] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p.123-124

[49] Meita Shanty, *Strategi Belajar Khusus Untuk Anak Berkebutuhan Khusus,*Yogyakarta:Relasi Inti Media,2019,p82

an excellent tool for helping students see their steps. You can number each step to make it easier for the pupil to recall. Allow the student to go at his or her own pace. According to Hughs, reading provides various advantages for students with Down syndrome. Being read to or reading by yourself from a young age has been shown to benefit pupils in a variety of ways. (See Figure)
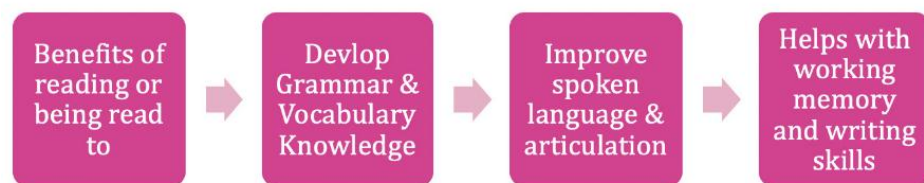
(Figure 4. Benefits read to and reading)

Encouraging peer tutoring is a fantastic technique to teach pupils their subject. When one student assists another student in class, it is known as peer tutoring. The teacher can enlist the help of one of the pupils to assist a student with an intellectual disability. The intellectually disabled student will learn how to socialize, communicate with their tutor (peer), and learn the lesson.[50]

4. Learning Strategies for Disabilities

Students with learning disabilities are unaware of how their brains work and fail to use strategies that depict the dynamic process that underpins effective learning and academic achievement. Students with learning disabilities must become strategic learners, not just haphazardly employing whatever learning strategies or techniques they have developed on their own, but consciously aware of what strategies might be useful in a given learning situation and capable of employing those strategies effectively.[51] Classification of language learning strategies according Dornyei, there are four strategies; cognitive strategies, metacognitive strategies, social strategies, and effective strategies.

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[50] Farah Dasti et al, *"English for Special Education and Gifted Learners"* p.96

[51] Abdel Salam, *"Teaching English as Foreign Langauge to Students with Learning Disabilities at the Intermediate and Advance Levels: A Multiple-Strategies Approach"*, Cairo, Suez UniversityEgpt, 2016, p.11

a. According to Omalley and Chamot, Cognitive strategies are the behaviors, techniques, or actions that learners employ to operate directly on incoming information, modifying it in ways that help them learn more effectively. For all kids, cognitive methods are critical. In general, these tactics help students learn more effectively by assisting them in processing (organizing, understanding, retaining, and retrieving) the material they are learning. Instruction in cognitive strategies is one of the most effective ways to help individuals with learning disabilities improve their academic performance.[52]

b. Metacognitive Strategies, according to Williams and Burden Metacognitive techniques include more than just cerebral processes, as they are inextricably related to and influenced by emotions and feelings. It must also include an understanding of self-related aspects and how they influence the utilization of cognitive processes. Thus, such a concept of metacognitive awareness would include knowledge of one's personality, feelings, motivation, attitudes, and learning style at any given time.[53]

c. Social strategies are actions that entail the participation of others. These tactics include, but are not limited to, seeking assistance from others, conversing together in the target language, collaborating with classmates, and reviewing previous work. According to Oxford there are four types of social strategy. The first is to pose an inquiry, such as a request for clarification, confirmation, or correction. The second is collaborating with others, such as with classmates and native speakers of the new language. Empathizing with others, which includes increasing cultural knowledge and becoming aware of others' ideas and

[52] Abdel Salam, *"Teaching English as Foreign Langauge to Students with Learning Disabilities at the Intermediate and Advance Levels: A Multiple-Strategies Approach"*,Cairo,Suez UniversityEgpt,2016,p.20

[53] Abdel Salam, *"Teaching English as Foreign Langauge to Students with Learning Disabilities at the Intermediate and Advance Levels: A Multiple-Strategies Approach"*,Cairo,Suez UniversityEgpt,2016,p.21

feelings, is the third step. The fourth step is to look for chances, such as reading, writing, and chatting with natives, teachers, and other accomplished peers.[54]

d. Affective strategies are learning strategies it's all about controlling one's own emotions, motivations, and attitudes. Affective strategies are critical for students with learning impairments, according to Javorsky et al, because research shows that these students regard themselves as less capable, more worried, and less capable of mastering oral and written language skills than their non-LD counterparts. As a result, affective strategies are critical in helping them gain confidence, enhance motivation to learn a foreign language, and reduce anxiety.[55]

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[54] Abdel Salam, *"Teaching English as Foreign Langauge to Students with Learning Disabilities at the Intermediate and Advance Levels: A Multiple-Strategies Approach"*,Cairo,Suez UniversityEgpt,2016,p.35

[55] Abdel Salam, *"Teaching English as Foreign Langauge to Students with Learning Disabilities at the Intermediate and Advance Levels: A Multiple-Strategies Approach"*,Cairo,Suez UniversityEgpt,2016,p.37

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher described the methodology of this research. It provided the research method, data sources, techniques of data collection, techniques of data verification, and data analysis.

A. Type of Research

This researcher conducted this research at the 7th, 8th, 9th grade of Putra Harapan Junior High School Purwokerto in the academic year 2021/2022. This research was a descriptive qualitative method which aimed to analyze the implementation of English teaching and learning strategies for students with intellectual disabilities in the inclusive class.

B. Research Location

This research took place in Putra Harapan Junior High School Purwokerto which is located in Jl. Ks Tubun Gg. Slobor No. 3 Kober Purwokerto Barat District, Banyumas Regency, and Central Java. The researcher chose this school since Putra Harapan Junior High School is one of regular schools which implements inclusive class program for children with special needs. This research focused on the students with intellectual disabilities in the inclusive class of Putra Harapan Junior High School Purwokerto.

C. Subject and Object of Research

1. Subject of the Research

A study subject is a person or thing that is observed, analyzed, examined, investigated, experimented on, or/and treated during a specific study.[56] Meanwhile, the subjects of this research were such as the English teacher, students with intellectual disabilities, headmaster, chief of curriculum, and chief of inclusive class program of Putra Harapan Junior High School. The researcher chose all of them as the subjects of this

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[56] http://tititudorancea.com/z/study_subject.htm accesed December 12, 2020 at 21.45

research because their information would be really appropriate to the research's topic.

2. Object of the Research

A research object is the focus of study that will be researched. The objects of this research were in the form of the implementation of English teaching and learning strategies for students with intellectual disabilities in the inclusive class. The reason why the researcher chose this topic was appropriate with the Decree of Indonesian range 20 of 2003 about National Educational System; it declared that special education must be an offer to nationals with severe disabilities.

D. Data Collection Techniques

According of John, setting the study's boundaries, the data collection processes include collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as developing a recording procedure.[57]

1. Observation

The researcher observed the situation of English teaching and learning activities in the inclusive class of Putra Harapan Junior High School. The researcher took some notes in every activity which related to the learning process for the students with intellectual disabilities. It aimed to obtain some information in-depth, systematic, and factual about students with intellectual disabilities in Junior High School of Putra Harapan Purwokerto.

2. Interview

In this research, the interview was directed with an English teacher who taught students with intellectual disabilities, headmaster, chief of the Inclusive class, and chief of Curriculum. It was intended to find out the

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[57] John W. Creswell, *Research Design Qualitative , Quantitative,* accesed December 12, 2020 at 21.45

[57] John W. Creswell, *Research Design Qualitative , Quantitative and Mixed Methods Approaches (Third Edition*), London: Sage publications, 2014, p.178

impelementation of inclusive class, implementation of curriculum, implementation of teaching and learning process in the inclusive class.

3. Documents

According John, researchers may gather documents as a part of study process. These can be in thr form of public or private documents (e.g., newspapers, meeting minutes, or government reports) (e.g., personal journal, and diaries, letters, e-mails).[58] In this research, the researcher used documentation and obtained documents to gain the data, especially about English teaching and learning strategies for students with intellectual disabilities in the inclusive class. The documentation was in the form of school's archives, learning material, learning media, lesson plan, photo, or pictures that related to learning activities.

E. Data Analysis Techniques

According Creswell and John, data analysis process includes making meaning of text and visual data. Preparing data for analysis, doing multiple analyses, diving further and deeper into understanding the data (some qualitative researchers compare this to peeling back the layers of an onion), displaying the data, and interpreting the data's overall meaning are all part of it.[59] According Miles and Huberman, activities of data analysis are such as data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

In this study, the first step in data analysis was data reduction. The researcher created summaries, selected important data, and categorized or deleted some irrelevant data. The goal of reducing data was to find important data about English teaching and learning strategies for students with intellectual disabilities in the inclusive class of Putra Harapan Junior

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[58] John W. Creswell, *Research Design Qualitative , Quantitative, and Mixed Methods Approaches (Fourth Edition)*, London: Sage publications, 2014, p.190

[59] Creswell , John W, Research Design Qualitative , Quantitative, and Mixed Methods Approaches (Third Edition), London: Sage publicatino, 2014, p.183

High School. The researcher reduced the data after observation activities, taking field notes, and summarizing the data.

a. Data Display

The next stage was displaying the data once it had been reduced. According to Miles and Huberman, narrative text has been the most common method of displaying data for qualitative research in the past. The next step after the researcher reducting the data is displaying the data. The data display was done by collecting the information and all the data that have been compiled, so that it would be easier to understand what actually happened.

b. Conclusion Drawing/verification

According to Miles and Huberman, the last step in data analysis is conclusion/verification. If the researcher cannot find strong evidence, the first conclusion is temporary and can be changed. The data can be considered credible if the researcher discovers valid and consistent data.[60] Conclusion drawing is the next analysis after data reduction and data display. After the researcher displaying the data, the next step was drawing the conclusion from that data display. The goal of this step was to draw the conclusion from the data that had been presented from the results of observation, interview, and documentation, so the researcher had a conclusion from the data research related to English teaching and learning strategies for students with intellectual disabilities in the inclusive class of Putra Harapan Junior High School. The researcher used induction method for drawing the conclusion. Induction is a way of studying something that departs from specific things or events to determine general ways. In the last step, the researcher drew a conclusion from special things and concrete-related with the research to be general things.

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[60] Prof.Dr.Sugiyono.Metode Penelitian Kuantiatif, Kualitatif, dan R&D. Bandung:Alfabeta,2015

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. **Profil of Junior High School Putra Harapan Purwokerto (Islamic Boarding School)**

1. General overview of Junior High School Putra Harapan

   Junior High School Putra Harapan in Purwokerto has a boarding program, was established in Juli 2009 accepting only 20 students in the first year. This school also holds an inclusive program which is now really supported by the government to give the right education for students with special needs. This institution is located in KS.Tubun Street, Slobor Alley No 3, Kober village, Purwokerto Barat Subdistrict, Banyumas district. This location is about 3 km from the center of Purwokerto. It is easy enough for people to arrive at this location because it is located on the main road and is passed by some public transportation. The environment is not too crowded, for this reason, it is comfortable enough for studying.

   Junior High School Putra Harapan Purwokerto is a school with an Islamic school background that has the goal of creating an Islamic leader. This school has the vision to produce future leaders who are smart, well-mannered, skilled, and environmentally friendly. To achieve all the purposes mentioned above, this school carries out the missions as follows:

   a. Creating a generation of Muslims who have the right faith, true worship, and noble morals.

   b. Developing a culture of love for reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity, independence.

   c. Implementing superior education in the mastery of science and technology.

   d. Creating Islamic generation who have skilled, independent and responsible for the progress of the people and nation.

e. Creating school as the center in the implementation of inclusive education.

2. Teaching Learning and Curriculum

In today's pandemic era, for the learning process at Junior High School Putra Harapan Purwokerto uses a blended learning and face-to-face method in school every day from 7:00 a.m. to 2:00 p.m. Every morning, students are greeted by the teachers via a Whatsapp group, and then all students must do dhuha prayer, read the Quran, and juz ama before beginning their academic activities. Putra Harapan Junior High School Purwokerto uses an integrated curriculum based on Islamic values. This curriculum is a combination of national and Islam Abdul-Muthie curriculum, resulting in a superior curriculum.

3. Condition of Students

Junior High School Putra Harapan is a secondary school, where Junior High School Putra Harapan is required to accept students with special needs from Elementary School Putra Harapan. In the first academic year this school only accepts 20 students but every year this school of accepting more students. The characteristics of students in Putra Harapan Purwokerto are regular students and students with special needs. In the academic year 2021/2022, this school has a total number of 136 students. Below is the detailed numbers of students in each level:

Table 3. The Quantity of students of Junior HighSchool

Putra Harapan Purwokerto. Academic Year 2021/2022

Grade	Male		Female		Amount
	Normal	Disabilities	Normal	Disabilities	
VII	21	2	20	0	43
VIII	14	6	23	2	45
IX	25	0	21	3	48

From the above table, it can be seen that there are 13 students with special needs in academic year 2021/2022.

4. Condition of Teachers

   To create intelligent and highly competitive students, the Putra Harapan Junior High School has the best and expert teachers. In the academic year 2021/2022, the total number of teachers in Junior High School Putra Harapan Purwokerto is 17 people. Below is the list of teachers and the assignment.

Table 4. The Teacher Condition of Junior High School
Putra Harapan Academic Year 2021/2022

No	Name of Teacher	Degree of Bachelor	Job Description
1.	Abdullah.,S.Pt	S1 Peternakan	Headmaster
2.	Fitriyani.,S.Pd	S1 Mathematics	Mathematics Teacher
3.	Almaratus Solihah.,S.Pd	S1 English Education	English Teacher
4.	Lalu Lukman Hakim.,S.Ag	S1 Islamic Education	Islamic Teacher
5.	Priyo Hari Prasetyo.,S.E	S1 Economic	Social Science
6.	Arum Kurniawati.,S.TP	S1 Agriculture Technology	Science and Inclusive teacher
7.	Heri Purnomo.,Amd	D3 Computer	ICT
8.	Rahayu.,S.Pd	S1 Indonesian	Indonesian Teacher
9.	Zaefudin Zuhri	Al-Hafidz	Al-Quran and Hadits Teacher
10.	Sri Susilowati.,S.Pd	S1 Mathematics	Mathematics Teacher
11.	Ridho Alfandi	Senior High School	Arabic Teacher
12.	Melinda Octavia.,Amd	D3 Management	Staff TU
13.	Amellia Arista	Senior High School	Staff TU
14.	Kendar Sultoni	Senior High School	Library Staff
15.	Bagas Ardianto.,S.Psi	S1 Psychology	Counseling guidance
16.	Syahrul Rofi	Junior High School	Al-Quran teacher
17.	Arining Tyas Saputri.,S.Pd	S1 Islamic Education	Islamic Teacher

B. Class Classification of Junior High School Putra Harapan Purwokerto

In general, an inclusive class is one in which students with intellectual disabilities and students without disabilities learn together in the same classroom. However, each school has a set of regulations and models for inclusive classes based on student's abilities. Putra Harapan Junior High School classify the types of inclusive class are three types namely regular inclusive class, intensive inclusive class, and transition inclusive class. Below is the explanation of each type:

1. Regular Inclusive Class

The first type of inclusive class is regular inclusive class. Regular inclusive class in Putra Harapan Junior High School as other schools consists of three grades, i.e grade VII, VIII, and IX. Each level consists of normal's students and some students with certain disabilities. The characteristic of the regular class in Putra Harapan Junior High School is consists of students with disabilities and students without disabilities learn together in the same classroom. The caharacteristic of regular inclusive class in Putra Harapan Junior High School has similarity with characteristic of regular class model which is described by Ashman in Hendra's book with the title "*Pembelajaran Untuk Anak Inklusi*". According to Ashman, regular class is children with disabilities every day in a regular classroom, all of them learn with normal students and using the same curriculum.[61] This information was found from the interview with Mrs. Alma as English teacher at the regular inclusive class.

> *"A regular inclusive class is a special class that consists of students with special needs and normal students. All of them get the same learning materials and than, the students with special needs get special treatments".[62]*

Table 5. Students with Intellectual Disabilities

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[61] Hendra Prasetya,dkk, *Layanan Pembelajaran Untuk Anak Inklusi*,Sidoarjo:CV. Dwi Putra Jaya,2018,p.3

[62] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

in Regular Inclusive Class Room Academic Year 2021/2022

Name	Categories of Class	Categories of Disabilities
Mulia Ibram Banu P	7grade Reguler Inclusive Class	Mental Retardation (Educable)
Haidar Zain M	8grade Reguler Inclusive Class	Mental Retardation (Educable)
Kalila Izati F	8grade Reguler Inclusive Class	Mental Retardation (Educable)
Prisma Reizky B	9grade Reguler Inclsuive Class	Austisme

From the above table, it can be seen that there are 4 students with special needs in the regular inclusive class. All of them have good learning abilities and they can read, write, and simple count. Besides, the students with intellectual disabilities must follow the learning process well, because all of the students received the same materials. This information was found from the interview with Mrs. Arum as Chief of inclusive class.

> *"Students with special needs in regular class room are students have abilities for reading, writing, counting, and can follow well of learning process, all of them need guide special teacher for help learning activities."[63]*

Based on the data table above we can conclude the characteristic of students with intellectual disabilities in the regular inclusive class are mental retardation and autism. The characteristic of students with intellectual disabilities at regular inclusive class has similarity with classification based on Jati Rinarki idea. In theory of Jati, they were included of mental retardation (educable) and autism. According to Jati Rinarki Educable mental retardation is children who have an IQ of 68-52, can get education in the form of reading, writing, and arithmetic but cannot be optimal like other normal children. They can be trained to be independent people and have simple work skills.

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[63] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

Meanwhile According to Kartono autism is Symptoms of totally encasing oneself in the outer world and refusing to have any further interaction with it.[64]

2. Intensive Inclusive Class

The second type of inclusive class is intensive inclusive class. Intensive Inclusive Class is class consists of all students with intellectual disabilities and all grades of class are merged into one class. That is why the Junior High School Putra Harapan Purwokerto just has one class for students in the intensive inclusive classroom. Now this class only has 4 students and all of them have same characteristics, they cannot read, write, or the simple count.

This information was found from the interview with Mrs. Arum Kurniawati as English teacher in intensive inclusive class as follows:

"The Intensive inclusive class is the inclusive class which is consists of students with intellectual disabilities who are unable to read, write, or the count".[65]

Table 6. Students with Intellectual Disabilities

in Intensive Inclusive Class Room Academic Year 2021/2022

Name	Class	Categories of Disabilities
Bunga Alisa	8	Mental Retardation and Dyslexia (Trainable)
Faiz Nur Ardianto	8	Mental Retardation (Trainable) and Speech Impaired
Maryam Amin	9	Mental Retardation (Trainable)
Alfaby Seta Pratama	7	Mental Retardation (Trainable) and ADHD

Based on the above table, we can conclude that an intensive inclusive classroom consists of all grade classes and the same disabilities. There are some reasons that are make all students above included of intensive inclusive class; all of them have same of intellectual disabilities

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[64] Jati Rinakri Atmaja. *Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus.*Bandung,p.101

[65] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

(Trainable) and characteristics each of students as follows: Bunga is the student with intellectual disabilities with the specific of disability is mental retardation and dyslexia. The characteristics of Bunga are the IQ is very low; she has difficulty reading and writing because she has dyslexia. The characteristic of dyslexia in Bunga is she is always confused in the sequence of letters and symbols: e.g. B and d, quite and quiet, was and saw 18 and 81. The case of Bunga about her dyslexia is the same condition which is described by Jati Rinarki. According to Jati Dyslexia is a condition characterized by a child's inability to learn activities as a result of reading and writing difficulties.[66] The characteristics of Faiz are he cannot writing, reading, counting, and he also has speech impairment. He cannot speak clearly with other friends. The characteristics of Maryam, she is can writing, reading, and simple counting, but her IQ is very low. Alfabi is mental retardation and ADHD disorder, he cannot write reading, and counting. He is also hyperactive, he is always going everywhere. This information was found from the interview with Mr. Arum Heri Purnomo as English chief of inclusive class as follows:

> *"Bunga is mental retardation; the characteristics of Bunga are she cannot read, writing, and simply counting. When he writes something, the word is an error. She is always confused to differentiate between b or d. Faiz is mentally retardation, he cannot write, reading, and counting and he has speech impairment too. He can speak clearly with other friends, Maryam she can simple reading, writing, and counting but her IQ is very low. Alfaby cannot be writing, be reading, and counting and he always going everywhere"* [67]

The characteristic intensive inclusive classroom in Putra Harapan Junior High School Purwokerto is a class full of children with intellectual disabilities who learn in the regular school. The characteristic of intensive inclusive class in Putra Harapan Junior High School has similarity with kinds of the inclusive class model which is described by Ashman in

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[66] Jati Rinakri Atmaja. *Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus.*Bandung:Rosda,2017,p.259

[67] Interview with Mr. Heri Purnomo.,Amd, Chief of Inclusive Class,19 August 2021,11.00-finish

Hendra's book with the title "*Pembelajaran Untuk Anak Inklusi*". Ashman stated there is special classes full of children with intellectual disabilities learn in a special class and the regular school.[68] The special class which is described by Ashman has similarity with the intensive inclusive class in Putra Harapan Junior High School. The Characteristic of Students with intellectual disabilities in the inclusive intensive class has similarity with classification based on Jati Rinarki idea. They were included of Trainable mental retardation. According to Jati, Trainable mental retardation is Children with an IQ of 51-36 cannot be educated due to their low IQ, but they may be taught to take care of themselves, such as eating and drinking, as well as to socialize with others and perform social tasks.[69]

3. Transition Inclusive Class room

The third type of inclusive class is transition inclusive class. Transition inclusive class is a class consists of only students with intellectual disabilities and all grade of class are merged into one class. That is why the Junior High School Putra Harapan Purwokerto just has one of class for students in the transition inclusive class room. The characteristic students in intensive inclusive class room can read, write, or simple count but all of them cannot join with regular class room cause of their abilities and disabilities. This information was found from the interview with Mrs. Arum Kurniawati as the Chief of Inclusive class room

> *"The Transition inclusive class room is inclusive class, which is consists of students with intellectuall disabilities. All of them can read, writing, and counting. The reason why the students cannot join regular class?. Because they cannot received difficult learning materials".*[70]

Table 7. Students with Intellectual Disabilities

in Transition Inclusive Class Room Academic Year 2021/2022

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[68] Hendra Prasetya,dkk, *Layanan Pembelajaran Untuk Anak Inklusi*,Sidoarjo:CV. Dwi Putra Jaya,2018,p.3

[69] Jati Rinakri Atmaja. *Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus.*Bandung,p.101

[70] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

Name	Class	Categories of Disabilities
Abdul bariq ramadhani	8	Mentar Retardation (Educable)
Aulia maya safana	9	Mentar Retardation (Educable) and Deaf
Maulana destyan adi santosa	8	Mentar Retardation (Educable)
Riqoda rabbani runawang	8	ADHD
Muhammad dafa alfarizky	8	Mentar Retardation (Educable)

Although the students in transition inclusive class room can read, write, and count. They cannot follow inclusive regular class room because every students have different disabilities which makes them unable to follow the regular inclusive class room program cause some of reason. There are some reasons why those students could not join the regular class room. The first reason is that they have very little attention to the teacher. This is the case of Maulana and Riqoda. They could not focus to the teacher. At the time of learning process they walked around the class, they very seldom stay quite. All the time they moved palce to place in the class room. The second case the seriouse auditori sensory disability. This case happened to the student named Aulia. She has a very weak audio sensory ability, even she is almost deaf. Consequently she cannot speak clearly, because no vocabulary entered into the memory. There is special student where he does not want join with his friends, he prefer to be alone. This case happened to the student named Abdul. Because Abdul has autism disorder. The learning process just by online learning. This information was found from the interview with Mr. Heri as the Chief of Inclsuive class room.

> *"Abdul Bariq is autism disorder. He did not join learning activities in the class, he prefer to be alone and learning activities by online learning. Abdul can reading, writing, and simple counting. Aulia has a mental retardation and deaf, she can write and read but has limited hearing. Maulana is mentally retardation, he can write and read but lacks attention. his concentration is easy to flow. Riqoda suffers from attention deficit hyperactivity disorder (ADHD). He is*

smart, but he is hyperactive, and he constantly shouts in class and moves everywhere. Muhammad Daffa has a mental retardation and can write, read, and count, but he lacks cognition."[71]

The characteristic of transition inclusive class room in Putra Harapan Junior High School Purwokerto is a class full student with intellectual disabilities learn in special class in the regular school. The characteristics of transition inclusive class in Putra Harapan Junior High School have similarity with kinds of the inclusive class model which is described by Ashman in Hendra's book with the title "*Pembelajaran Untuk Anak Inklusi*". Ashman stated there is a special class full of children with intellectual disabilities learns in a special class and the regular school.[72] The special class which is described by Ashman has similarity with the intensive inclusive class in Putra Harapan Junior High School.

The Characteristic of Students with intellectual disabilities in the transition inclusive class has similarity with classification based on Jati Rinarki idea. They were included of mental retardation (Educable) but the abilities and behavior below with student's disabilities in the regular inclusive class. According Jati Educable mental retardation is children who have an IQ of 68-52, can get education in the form of reading, writing, and arithmetic but cannot be optimal like other normal children. They can be trained to be independent people and have simple work skills.[73]

C. **Implementation English teaching and learning strategies in inclusive class**

Intellectual disabilities are condition of children who have trouble on cognition, emotional, and mental. Children with intellectual disabilities have difficulty learning English and need extra time to acquire English as second language. Learning is long process for students with intellectual disabilities because they have trouble on memorizing, generalizing, motivating experience

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[71] Interview with Mr. Heri Purnomo.,Amd, Chief of Inclusive Class,19 August 2021,11.00-finish
[72] Hendra Prasetya,dkk, *Layanan Pembelajaran Untuk Anak Inklusi*,Sidoarjo:CV. Dwi Putra Jaya,2018,p.3
[73] Jati Rinakri Atmaja. *Pendidikan dan Bimbingan Anaka Berkebutuhan Khusus.*Bandung,p.101

and abilities. English teaching and learning strategies for students with intellectual disabilities are different way for normal'students. The differences will explain follows:

1. Regular Inclusive Classroom

During the pandemic period, learning activities were moved to online learning classes; however, these classes were not always successful. There were several issues that the school had to deal with, such as children accessing the internet, confused students, and parental demands. Blended learning is the greatest method for implementing education in today's day, and the school must have a solution based on that problem. Blended learning is a term used to describe the mix of online and offline learning. Putra Harapan Purwokerto Junior High School developed a blended learning model as teaching approach, particularly in the inclusive regular class. The instructor teaches students face-to-face in the classroom and through online learning classes based on the outcomes of observed learning and teaching activities in the inclusive regular classroom. This Information was found from the interview with Mrs. Alma as English teacher in the inclusive regular class room.

> *"In this class, in pandemic era I used blended learning method for teaching and learning activities. I think this is the best choice and solution during pandemic era. The subject is the same and the class is the same, 50% I have delivered by online and 50% delivered by face-to-face".[74]*

When the teacher applied online learning in regular inclusive class room, there were some application used by the teacher such as google class room, whatsapp, zoom. The reason teacher used that media because it was practice and easy accesed for teacher or students. This information was found from the interview with Mrs. Alma as the English teacher.

> *"I have used google classroom,whatsapp, and zoom for teaching activities because it was practice and easy accese by the teacher or my students".[75]*

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[74] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish
[75] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

Blended learning is the best chioice for implemented learning activities in pandemic era but is not easy for teaching with blended learning program. There was some preparation for teaching English at regular inclusive class room with a blended learning approach, which began with the collection of learning resources, followed by the uploading of information to an ICT program, discussion, and conclusion. This information was found from the interview with Mrs. Alma as English teacher.

> *"In my classroom, the stages of blended learning are: making a lesson plan, preparing learning materials, uploading content to ICT media, and students discussing online media learning and classroom".[76]*

The blended learning was applied in an inclusive regular class where the teacher taught English both offline and online at the same time and with the same object material. It can be concluded that the implementation of blended learning in that class is the same as the theory suggested by some experts such as Krasnova, Bonk and Graham, Garrison and Vaughan. According to Krasnova said blended learning is a teaching style that blends the most successful face-to-face teaching techniques with online interactive collaboration, resulting in a system that operates in continual correlation and creates a unified whole.[77] Meanwhile argument from Bonk and Graham defined Blended learning is definition as the use of both traditional offline and computer-assisted education. In another theory, Garrison and Vaughan indicated that blended learning was developed offline and distance learning strengths were combined to create this education. In the educating and training students, it blends both traditional classroom lectures and online learning.[78]

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[76] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

[77] A. Bryan & K.N Volchenkova. "Blended learning: Definition,Models,Implications for Higher Education", Education sciences, Vol 8, No 2, 2016,p.25

[78] Waheeb S. Albiladi & Khlood K. Alshareef."Blended Learning in English Teaching and Learning: A Review of the Current Literature", Journal of Language Teaching and Research,Vol

Based on observation activities and interview results, when the teacher delivered the materials by 50% online and 50% by offline. That is in accordance with the principle of blended learning as explains by Allen, Seaman, and Garren. They Purpose that blended learning a learning strategies where 30-79% of class learning materials should be delivered by ICT .[79] The model of blended learning in inclusive regular class room is rotation model that is same with theory of Horn and Staker. According to Horn and Staker provide rotation model is a combination of online learning with traditional learning or face-to-face.[80] The stages for implemented blended learning in inclusive regular class room is same with Grant Ramsay idea, that are seeking information, acquisition of information, and synthesizing of knowledge. According Grant Ramsay, in the blended learning strategy, there are three stages that apply to ICT-based learnroting, including: (1) seeking of information, (2) acquisition of information, and (3) synthesizing of knowledge: Seeking information include the use of ICT to search for information from a variety of sources. The students can be looking for the materials on YouTube, Google or other reference education websites. Acquisition of information, Individual learners and cooperative-collaborative groups seek to discover, understand, confront it with ideas or ideas already minds of learners, and interpret information/knowledge from various sources until they can communicate and interpret the ideas and results of their interpretation using ICT facilities. In this stage, students and teachers can discuss the materials with WhatsApp group, zoom, google classroom, and other application. Synthesizing of knowledge stage is adaptation according to the findings of the study, discussion, and development of a conclusion based on the data gathered. The students sending the results of learning

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[79] Parlindungan Pardede,"Blended Learning for ELT", Journal of English Teaching,Vol 2 No 3,2012,p.169

[80] Rahmat Mahmud,"Blended Learning Model Implemtation in the Normal, Pandemic, and New Normal Era", Social,Science,Education,and Humanities Research, Vol 479, 2020, p.134

activities, such as summary, power point discussion, videos, or student's task. [81] Regular inclusive class is consists of regular and inclusive students, the inclusive students in this class considered capable to follow the learning activities and learning material in regular class room. That is why when the teacher used same learning materials in regular inclusive class, there is not differences between students with intellectual disabilities and regular students. This information was found from the English teacher Mrs. Alma as English teacher in regular inclusive class.

> *"Basically all children in regular inclusive class room get the same materials, the difference is that when the students cannot achieve of minimum point, we will reduce the the difficulty of the material."[82]*

Based on interview data results, that was conducted the teacher implementation observation and remedial teaching method for implemented learning activities at inclusive regular class room. The reason teacher was used observation method is find out abilities of students with intellectual disabilities and the teacher would provide the materials suitable for them. Besides the objective of remedial teaching is to re-explain concepts and enhance student comprehension, students with intellectual disabilities need repetion of materials until them understanding. According to Meita Shanty, the concept of remedial teaching is a form of education that strives to made students better than they were before.[83] This information was found from the interview with Mrs Alma as English teacher.

> *"For teaching English in the inclusive regular class, I usually use observation and remedial teaching techniques. Observation is process of checking for abilities of students with intellectual disabilities and preparation the learning materials accordance*

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[81] Ari Susandi, *The Influence Model Blended Learning of Social Science Subjects Respecting Indonesian Ethnic and Culture Diversity To Increasing Activity And Learning Outcomes of Grade V Students in Elementary School 1 Purwoharjo Banyuwangi Distric Lesson Year 2015/2016,* Pancaran Pendidikan, Vol 6, No 3, 2017, p.51

[82] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

[83] Meita Shanty, *Strategi Belajar Khusus Untuk Anak Berkebutuhan Khusus,*Yogyakarta:Relasi Inti Media,2019,p82

with student's ability. Besides implemented remedial teaching For example, when I teach about greeting and parting, that material is related to the time, and sometimes students with intellectual disabilities have difficulties or are confused when they use greetings that are appropriate for the time, so I must explain more face-to-face by independent discussion in the last meeting. The goal of remedial teaching is make students clearly about the materials".[84]

Learning media for teaching English at inclusive regular class for intellectual disabilities is different for teaching normal's student. The learning media must be visual and non-abstract. Sometimes the teacher used videos, pictures, and everything visual item. That was related with theory from Rochyadi, according to Rochyadi in Journal Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tunagrahita made by Ni Luh stated the learning media is non abstract and self care practice such as attaching buttons, reading, and writing.[85] The information was conducted from the interview with Mrs. Alma as English teacher as follows:

"English teaching for students in regular class must be visual media; the children must see the material and learning media. Sometimes I have used of dialog videos, pictures and soon".[86]

The evaluation for students with intellectual disabilities is same with normal's student. But if the student cannot attain of KKM (criterica of minimum score) the teacher will make re-explain the learning materials to the students who cannot achieve minimum point and minimize level of difficulty. The technique of evaluation of English teacher is same with Remedial teaching (Kuratif approach). According to Meitha Kuratif approach is if one or more students are unable to finish the learning program in line with the requirements.[87] The information was conducted from the interview with Mrs. Alma as English teacher as follows:

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[84] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish
[85] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p.124
[86] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish
[87] Meita Shanty, *Strategi Belajar Khusus Untuk Anak Berkebutuhan Khusus,*Yogyakarta:Relasi Inti Media,2019,p82

> *"The evaluation for students with special needs is the same as it is for regular students, but if the student does not achieve KKM (minimum point), I will provide remedial services and minimize content linked to their skills".[88]*

2. Intensive Inclusive Class

   In pandemic era the learning models divided two models i.e face to face in the class room and learn at home. The learning activities in English teaching by face-to-face in the class room, because all of students have low cognition and the number of students is small. This information was found from the interview with Mr. Heri as Chief of Inclusive class as follows:

   > *"Learning activities in intensive and transition inclusive classes are divided into two learning models: online and offline. Three days a week, all kids attend school, and three days a week, they learn at home using an online learning method".[89]*

   Learning strategies in the intensive inclusive class room use mental retardation strategies (individualized method). The teacher explained to the researcher that students at intensive class room have very low IQ and they did not understand why their self-learn in the class. Based on the observation, the learning activities is daily activities and less theoretical. According to Rochyadi individualized method is learning strategies the level and breadth of the subject matter are adjusted to the skills and requirements of each student. [90] That information was found from the interview with Mrs. Arum as English teacher as follows:

   > *"In the intensive inclusive classroom, I have used individualized techniques to implementing learning process; each student receives independent service based on their needs, such as writing, reading, and counting instruction. Then the learning aactivities less theoretical because the children didn't understand why they needed to learn, so all of activities just daily activities like running,*

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[88] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

[89] Interview with Mr. Heri Purnomo.,Amd,chief of inclusive class room,19 August 2021,11.00-finish

[90] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p124

leaping, cutting, dressing up, shalat, wudhu, washing hands, and so on. We occasionally study outside. For instance, learn to garden, learn about animals, and so on".[91]

When learning activities begin, the researcher seen that the teacher implemented Contextual Teaching and Learning, because the teacher always hook up with real life. The reasons the teacher uses of Contextual Teaching and Learning as teaching approach are first the class consists of students with intellectual disabilities (Trainable mental retardation), the students have very low IQ and so that to make students easier understanding of learning materials sometimes the teacher linking with real life or study outside class. The characteristic of teaching process in the intensive inclusive is related with theory Contextual Teaching and Learning according Sanjaya. According to Sanjaya, CTL as a teaching-learning method that stresses the whole process of student engagement in order to discover the content taught and link it to real-life circumstances that inspire students to apply it in their lives. [92] That information was found from the interview with Mrs. Arum as English teacher as follows:

"The characteristic of my students are having very low IQ, so to make easier when I delivered learning materials, I usually used learning concept which is linking with real life and sometimes the learning activities is outside class."[93]

Learning media for students with intellectual disabilities in this class must be visual and non-abstract. The learning media must be visual and the students can see or touch it. Students with intellectual disabilities cannot imagine the media because of their disabilities, the example of media is ball, picture, flashcard, animal, plant, etc. The students with intellectual disabilities in this class must provide sensory motoric action

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[91] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

[92] Firdaus, Fatma Dewi,"Application of Contextual Teaching and Learning (CTL) components In Telecommunication Network Design and Optimization Course",International Journal of Chemistry Education Research,Vol 2 No 1, 2018,p25

[93] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

and the teacher must give training for independent living. That is relate with theory from Rochyadi stated learning media for mental retardation is non-abstract and self-care practice such as attaching buttons, reading, writing.[94]

That information was found from the interview with Mrs Arum and Mr. Heri as English teacher and chief of inclusive class room as follows

> *"The objective of implementing inclusive education at this school is to teach children how to live independently, such as how to put on shoes, dress themselves, and so on."[95]*

> *"Sensory motoric actions such as cutting, squeezing, leaping, and running are included in the learning exercises."[96]*

Students in the intensive inclusive class are in 7th, 8th, and 9th grade. They all have similar limitations; the teacher must seek out learning resources that are appropriate for the students's skill and cognitive capacities. More training activities are included in the learning activities. That information was found from the interview with Mrs. Arum as English teacher at inclusive intensive class as follows:

> *"The learning materials of intensive inclusive class room same elementary school with first or second grade."[97]*

Evaluation for students in the intensive inclusive class room used PPI (Program Pendidikan Individu). PPI is a curriculum that outlines the abilities that students must achieve, and each student's PPI is different. This information was found from the interview with Mrs. Arum as English teacher as follows:

[94] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p.124

[95] Interview with Mr. Heri Purnomo.,Amd,chief of inclusive class room,19 August 2021,11.00-finish

[96] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

[97] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

> *"For evalution students, we used the PPI program. PPI (Program Pendidikan Individu) is a curriculum that outlines the abilities that students must achieve, and each child's PPI is different."[98]*

3. Transition Inclusive Class

In pandemic era the learning activities divided two models i.e face to face in the class room and learn at home. All of students have intellectual disabilities and the number is small. The learning activities in teaching English by face-to-face in the class room. This information was found from the interview with Mr. Heri as Chief of Inclusive class.

> *"The learning activities in intensive and transition inclusive classes are divided into two learning models: online and offline. Three days a week, all kids attend school, and three days a week, they learn at home using an online learning method."[99]*

The transition inclusive classroom are uses contextual teaching learning as teaching approach and mental retardation strategies (individualized and behavior modification method) as Learning strategies. The goal of implementation that strategies are make students understand what they learn and know the linkage with real life. besides the characteristics students in this class have low cognition and the memory loss fast that is why the teacher used mental retardation strategies (individualized and behavior modification method). That is relate with argument from Sanjaya, according to Sanjaya defines CTL as a teaching learning method that stresses the whole process of student engagement in order to discover the content taught and link it to real-life circumstances that inspire students to apply it in their lives. [100] CTL encourages students to apply it in their daily lives, which implies that CTL expects students to comprehend not just the content they are studying, but also how the

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[98] Interview with Mrs. Arum Kurniawati.,SPt,intensive inclusive teacher,24 August 2021,11.40-finish

[99] Interview with Mr. Heri Purnomo.,Amd,chief of inclusive class room,19 August 2021,11.00-finish

[100] Firdaus, Fatma Dewi,"Application of Contextual Teaching and Learning (CTL) components In Telecommunication Network Design and Optimization Course",International Journal of Chemistry Education Research,Vol 2 No 1, 2018,p25

subject matter may influence their conduct in everyday life. In the context of CTL, lesson information is not to be piled in the brain and subsequently forgotten, but rather to be used in real life. There are three kinds of learning strategies for teaching mental retardation that are individualized method, cooperative method and behavior modification. But the teacher just implemented individualized and behavior modification. The reason of the teacher implemented of individualized method because all of students have differences abilities, although all of students get same of learning materials but sometimes the teacher must give different materials accordance of their abilities. There are some reason why the teacher implementated of behavior modification method, that are first there are hyperactive students, so the teacher must give special treatment to make them calm and the learning activities can run well. The second there is autism student the teacher must active talking to them, because the characteristics of autism disorder sometimes just keep silent. All of treatment and learning strategies which implemented by teacher to their students is the good choice and that related with of Rochyadi's theory. Meanwhile According to Rochyadi individualized method is learning strategies all students get the same learning materials, the level and breadth of the subject matter are adjusted to the skills and requirements of each student. Behavior Modification Strategies is strategies that change, eliminate, or reduce bad behavior to good behavior. There are special technique for implementation this strategie such as praise, reward, or caress. [101] This information was found from the interview with Mrs. Alma as English teacher.

> *"I have used contextual teaching and learning, first I have explain to the student what will we learn today, after that when I delivered the materials hook up with real-life because mental retardation needs visual media to explore their imagination. And then I used mental retardation learning strategies too because average my students are mental retardation disabilities. That is individualized*

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[101] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p.123-124

and behavior modification, the first is all students received the same materials but one day they will receive different materials suitable for their abilities. For example, the student is in eighth grade but if the student's abilities just reach level elementary school so the teacher must give elementary school materials. And then behavior modification, for example in the class there are students with hyperactive or ADHD disorder, so I must give treatment to make my student calm and focus too. And then if there student with autism I always talking with them or giving praise."[102]

Actually the students in the transition inclusive class room can read, write but the cognition is lowest than students with disabilities in the regular class room, that is why learning materials in this class is same with lesson plan of regular class room, but the teacher reduce it accordance to their abilities. This information was found from the interview with Mrs. Alma as English teacher in the transition inclusive class.

"The learning content is same with inclusive regular classroom, but I have modified for their needs. Even whether they are in 7th, 8th, or 9th grade, if their abilities are same of elementary school students, I will create materials which consists of contents elementary school students".[103]

Learning media for students with intellectual disabilities in this class must be visual and non-abstract. The students must see or touch it, sometimes the teacher use picture, film or visual item. That was related with theory from Rochyadi stated learning media for mental retardation is non-abstract and the media must interesting to the students.[104] The characteristicts students in this class are easier bored and talk active cause hyperactive. This information was found from the interview with Mrs. Alama as English teacher at Intension Inclusive class room.

[102] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

[103] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

[104] Ni Luh Gede Karang Widiastuti,I Made Astra Winaya,"Prinsip Khusus dan Jenis Layanan Pendidikan Bagi Anak Tuna Grahita",Jurnal Santiaji Pendidikan,Vol 9,No 2, 2019,p.123-124

> *"The learning media is visual and non-abstract the students must look up with their eyes the learning media, so the media must visual and eye catching. Not make them easier bored."[105]*

The evaluation for students with intellectual disabilities at this class used PPI program. The teacher would repeat the materials until the students understood and it became second nature. This information was found from the interview with Mrs.Alma as Teacher at transition inclusive class.

> *"The evaluation for students in transition inclusive class is making sure that students have understood with the materials, and we must repeat the materials until it becomes second nature".[106]*

Table 8. Table Learning Strategies and Teaching Process for Intellectual disabilities Based on Class Classification of Inclusive Class

	Regular Inclusive Class	Intensive Inclusive Class	Intension Inclusive
Learning Strategies	Observation and Remedial Teaching	Mental Retardation Strategies (Individualized and Behavior Modification)	Mental Retardation Strategies (Individualized Strategies)
Teaching Approach	Blended Learning Approach	Contextual Teaching and Learning Approach	Contextual Teaching and Learning Approach
Learning Materials	Based on Lesson Plan	Based on Lesson Plan and Elementary School	Elementary School
Learning Media	Visual and non-abstract	Visual and non-abstract	Visual and non-abstract

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[105] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish
[106] Interview with Mrs. Almatus Solihah.,S.Pd,English teacher,21 August,11.00-finish

Evaluati on	Remedial (Repetion Approach)	Program Pendidikan Individu (PPI)	Program Pendidikan Individu (PPI)

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 enchanced 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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