

**TEACHER' PROBLEMS IN TEACHING ENGLISH
WITH LEVEL OF COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR STUDENTS WITH SPECIAL NEED
(A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment
of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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STATEMENT OF ORIGINALITY

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Purwokerto, 29 December 2023



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WITH LEVEL OF COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR STUDENTS WITH SPECIAL NEED**
(A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)

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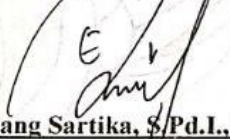
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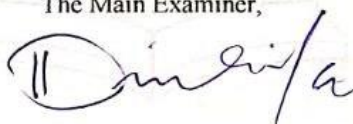
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MOTTO

Try to be better

Don't expect too much to others

Full loving myself



DEDICATION

This study is dedicated to my beloved parents, my father (Rasikun) and my mother (Khamdiyah). Thank you for your prayers and support.

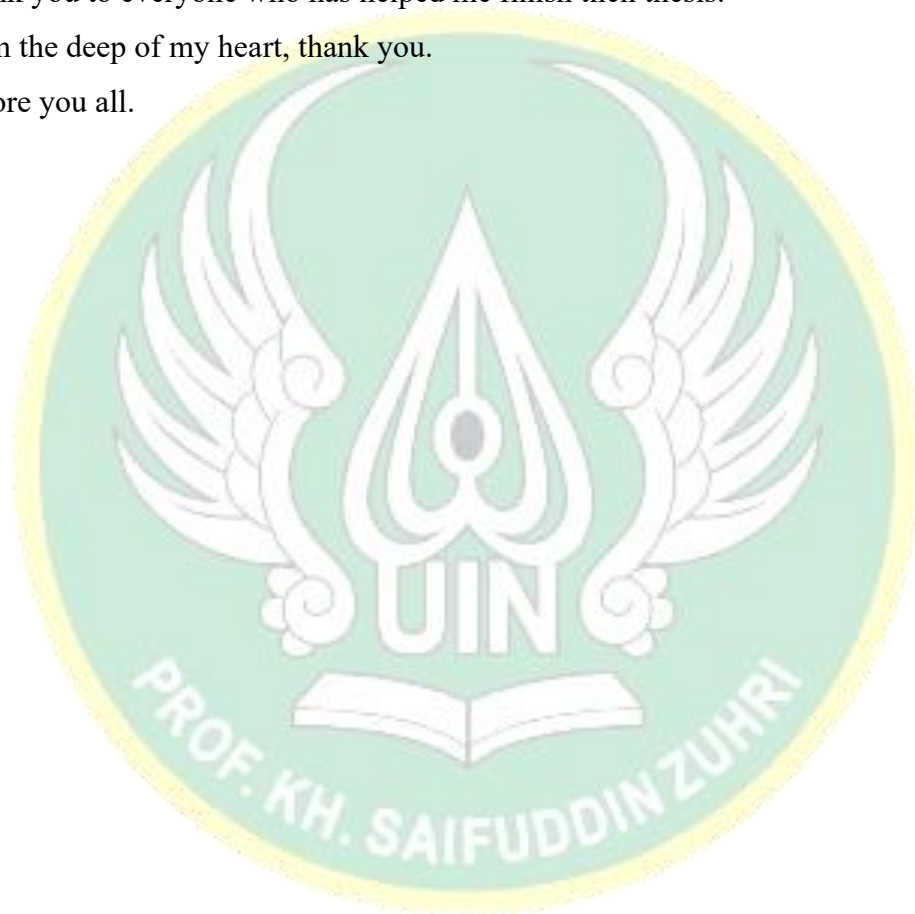
It's for my siblings, Weli Purvenda and Mariska Andiyani.

For the most valuable person, myself, who has worked tirelessly to finish this thesis.

Thank you to everyone who has helped me finish thch thesis.

From the deep of my heart, thank you.

I adore you all.



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All praises be to Allah SWT who has given His grace and help so that the researcher can complete this undergraduate thesis entitled **“Teacher’ Problems in Teaching English with Level of Common European Framework of Reference for Students with Special Need (A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)”**

This thesis has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd). The writer realizes that this thesis will not be completed without the directions, support, assistance, and motivation of many people. Therefore, in this chance the writer will convey the gratefulness and award as high as possible to honorable.

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5. Dr. Maria Ulpah, M.Si., head of Tadris Department of the Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma’rufah, M. Pd., Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
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9. Mustamim Luthfi, S. Pd. I., the headmaster of SMP Al Irsyad Al Islamiyyah Purwokerto

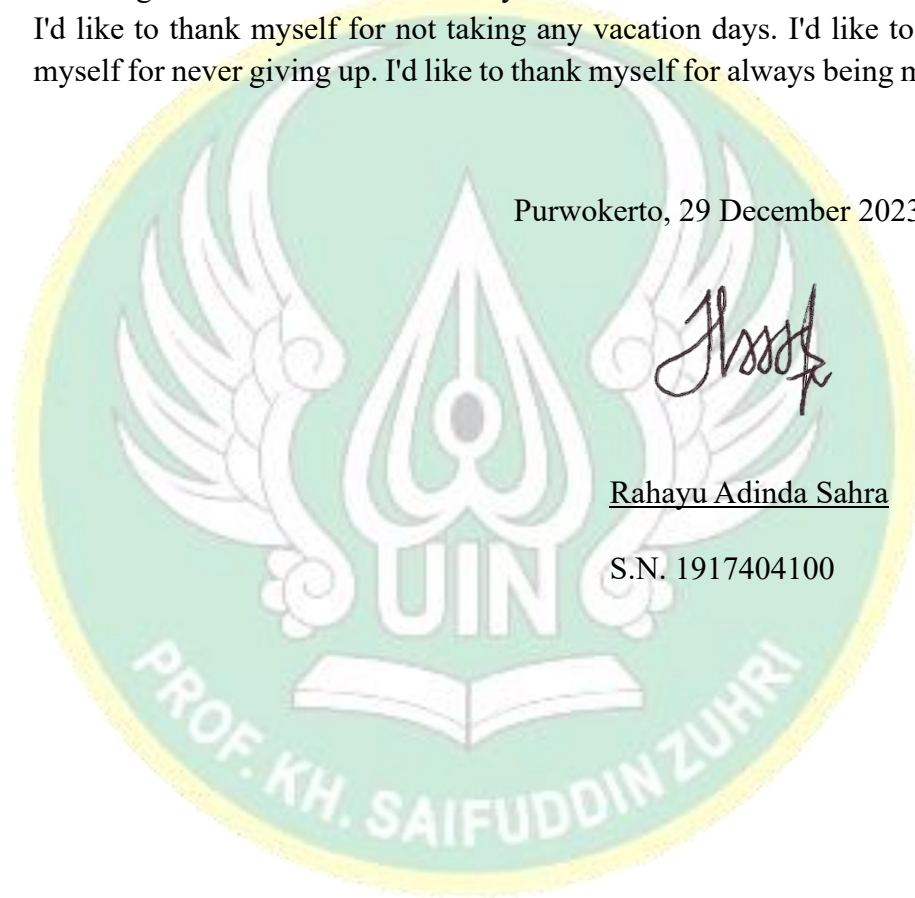
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13. Thankyou for all my classmates TBI B 2019
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Purwokerto, 29 December 2023



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ABSTRACT

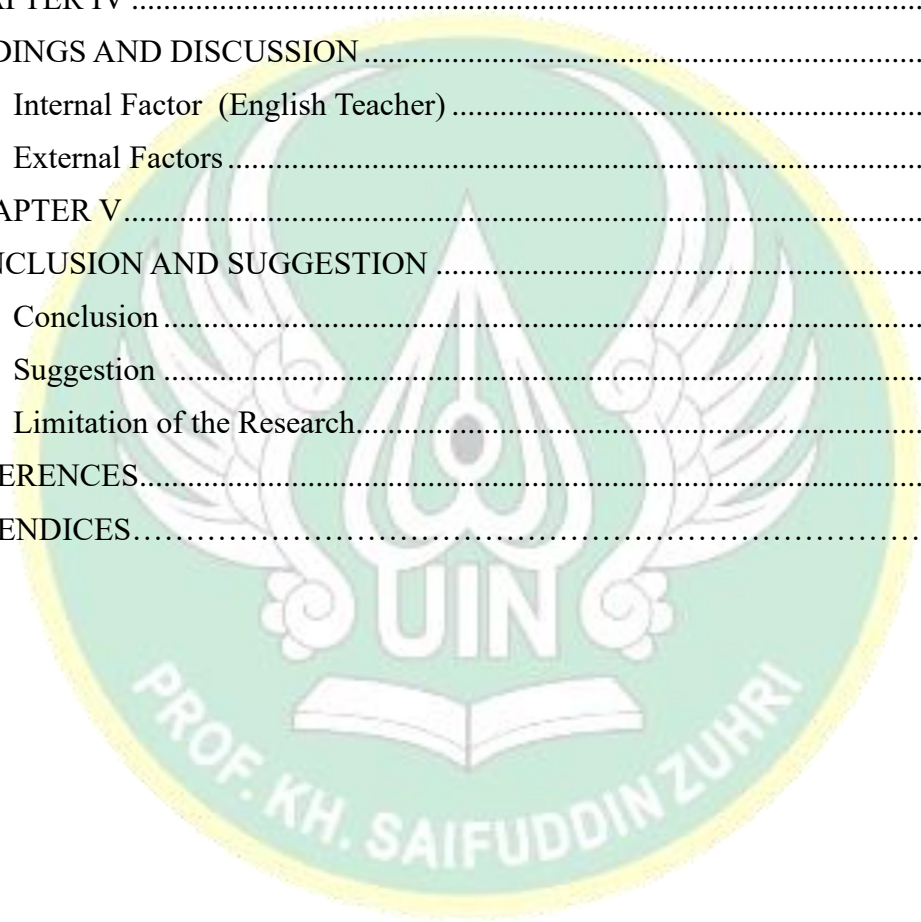
Students with special needs required specialized educational support and services in order to reach their full potential. The purpose of this study was to found out the teacher' problems in teaching English for students with special needs in inclusive school of SMP Al Irsyad Al Islamiyyah Purwokerto. This research used qualitative method with descriptive analysis techniques. The subject of the research was English teacher who teaches students with special needs in ninth grades of SMP Al Irsyad Al Islamiyyah Purwokerto. This research were carried out using interviews, observation, and documentation as methodological triangulation to prove the reliability of the data. The data were analysed by data reduction, data display, drawing conclusions, and data verification. The results indicated that teacher' problems were caused by internal and external factors, included: 1) internal factors come from the teacher herself consist of time constraints and lack of teacher competence; 2) external factors come from several causes, included : a) problem from students consist of difficulties in the learning process, students' characteristics, students' academic performance, and difficulties interaction between students on a social level; b) problem from school management consist of limited number of aide teachers and curriculum; c) problem from family environment consist of lack of parents' attention.

Keywords: Inclusive School, Slowlearners, Students with Special Needs, Teacher' Problems, Teaching English.

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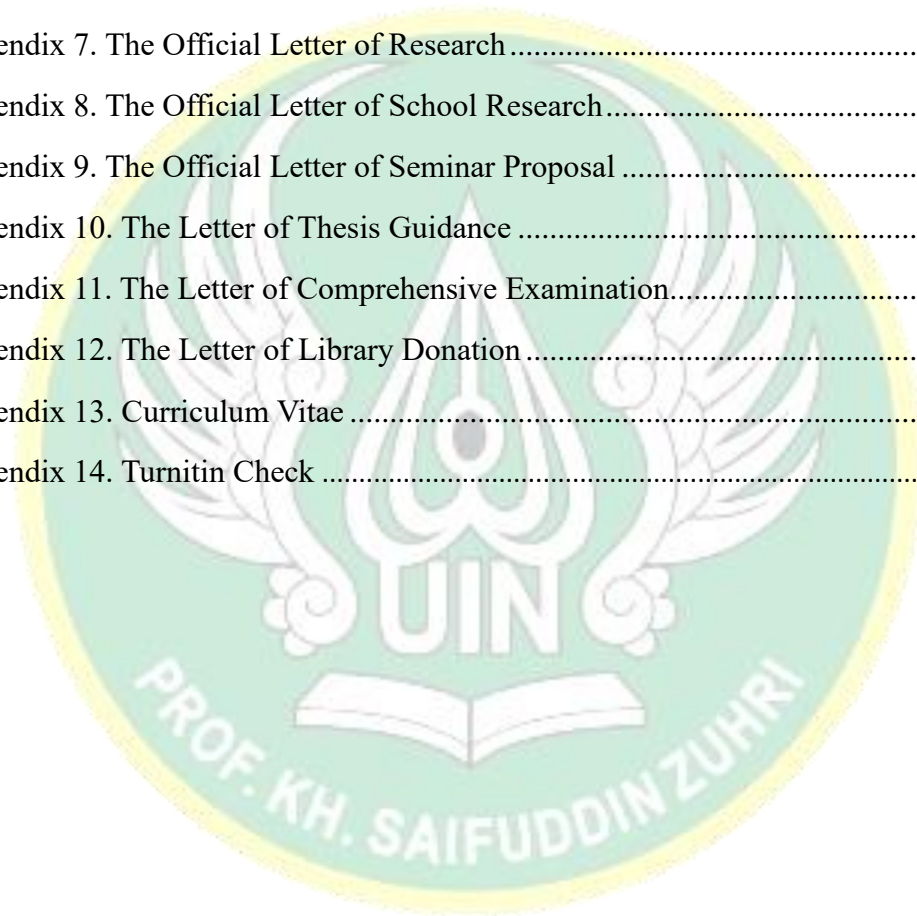
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CHAPTER I INTRODUCTION

A. Background of the Study

In Indonesia, the implementation of curriculum in schools has begun to shift to implement the "Merdeka Belajar" curriculum. Beside that, there were several schools or colleges, especially privates ones was implementing the CEFR framework in learning English. CEFR stands for Common European Framework of Reference. CEFR is a framework used to measure how far foreign students are able to master English (Government of Saskatchewan, 2013). Therefore, these educational institutions prefer to implement CEFR as framework in learning English and combine with the national curriculum.

In addition, one of the benefit of CEFR is that it may be used to measure the level of competency of language learners (Fauziah, 2012). It can also be used to develop an international system for learning foreign languages. So, CEFR has become the most widely used language proficiency framework worldwide. These standards have also been implemented in various countries, for instance like Japan, Vietnam, Malaysia, South Korea, Indonesia, and etc. Moreover, in multilingual communities, CEFR can be applied to foreign language instruction. Consequently, Indonesia and several other Asian nations with multilingual communities can adopt this approach, one of them was the Al Irsyad Al Islamiyyah school in Purwokerto as inclusive school. So, in this school not only implement CEFR to regular students, but also to student with special need.

Furthermore, inclusive school is a school that has an educational service that provides learning opportunities for all students, including children with special needs to study in inclusive classes or regular classes with normal students (Siahaan, 2022:15). Additionally, children with special needs are children who experience physical, mental, intellectual, emotional disorders, or children who are slow learners, so they need special learning (Atmaja, 2019). Therefore, schools must adjust the curriculum, learning approach, and evaluation systems to suit the needs of each student. So, it might be even more difficult for teaching English in inclusive schools.

In the preliminary research that was conducted at SMP Al Irsyad Al Islamiyyah Purwokerto, it was found that this school was one of the inclusive school in Purwokerto. In addition, this school used the CEFR framework in English learning' books that apply in the Pearson curriculum. Besides that, it found that students with special needs also learn English that implement CEFR framework like other general students in regular classes. Then, in this class, the main teacher is responsible for teaching English to all of the students, delivering the same materials, media, and instruction based on the Pearson curriculum's CEFR framework. Another issue with teaching students with special needs was that not all teachers were capable of teaching in inclusive classes. Due to the high concentration of special needs students in one class, special assistant teachers play a significant role in aiding students with special needs in inclusive classrooms. Meanwhile, almost each class at this inclusive school has children with special needs with a total of 11 students, these students with special needs require extra attention than other normal students.

Based on the information obtained, there were several studies that were relevant to the research to be carried out, including the following: first, a thesis written by Ruliana Khasanah (2019) with the title "Framework for Teaching Foreign Languages Levels A1 - A2 in CEFR Standards: (Study of the Philosophy of Language Approach)". The result of this thesis was finding out the CEFR development guidelines which were devoted to the perspective of language philosophy and at the same time to find out the material, teaching concepts, and the level of teaching Arabic presented in the CEFR. Second, the research has been done by Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, *Pedagogy Journal of English Language Teaching*, Institut Agama Islam Negeri (IAIN) Metro, Indonesia, (2019). On title "Teaching English to Children with Hearing Impairment: A Case Study in Special School". This paper was aimed to show the EFL classroom activities for children with hearing impairment organized by the teacher, the teacher's consideration in implementing and designing the EFL classroom activities, and challenges faced by the teacher in developing EFL classroom activities. Third, Aris Ristiani (2016) entitled "Challenges in Teaching English for

the Deaf Students”, *ELLITE Journal of English Language, Literature, and Teaching*. The result of the study showed that teachers experienced several challenges in teaching the deaf students such as getting students’ attention, understanding words from students’ lip movements, giving definitions and example, differentiating similar words in different contexts, and delivering materials related to students prior knowledge. From those three research examples, there were some gaps to fulfill. First, the implementation CEFR in learning English. Second, the challenges faced by the teachers in teaching English for hearing-impaired students not only focused on classroom activities. Third, the challenges in teaching English for deaf students. So, to fill those gaps, it explained all about the teachers problem in teaching English with level of CEFR for students with special need in inclusive class.

Based on the explanation above, it was very interested and feel need to conduct research to reveal what are the problems that English teacher encounter in teaching English based on CEFR framework to student with special needs with the research title “Teachers’ Problems in Teaching English with Level of Common European Framework of Reference for Student with Special Need (A case study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)”.

B. Clarification of Key Terms

Having an operational definition in a research was important. The operational definition aimed to minimize the occurrence of misunderstandings. Nasir (2014) argues that an operational definition is a definition given to a variable by giving meaning that will needed to measure the variables, are:

1. Teacher’ Problems

Teaching problems have been discussed globally, including teacher problems, students, assessments, curricula, textbooks, and the factors that contribute to effective EFL teaching (Akbari, 2015; Ali & Walker, 2014; Noom-ura, 2013; Rahman et al., 2019). This research focuses on the problems faced by teachers in teaching English to students with special needs. It encapsulates the elements that place heavy demands on teachers, who serve as the main agents for

implementing inclusive education.

2. Teaching English

Teaching is the process of guiding someone learn how to do something, guiding someone through a study, providing information, giving instructions, and making someone aware of or comprehend something (Brown, 2000). Teaching English to students with special need in this research different from teaching English to students in general. Because of students' limitations, students with special needs deserve special treatment from the teacher. Teacher have to allocate more time to providing special treatment that according to their needs.

3. Common European Framework of Reference (CEFR)

CEFR is a guideline used for language learning in designing teaching, learning, and evaluation that is context-appropriate and takes into account universality and specificity (Council of Europe, 2001). In this research used the level of CEFR that elaborates in the curriculum of Pearson in the school for teaching and learning English.

4. Students with Special Needs

Students with special needs are students who require additional educational support and services in order to reach their full potential (Hadis, 2006). Students with special needs in this research are students at SMP Al Irsyad Al Islamiyyah Purwokerto who are categorized as slow learners who have an intellectual level slightly below average. Students who are categorized as slow learners are children who are identified as having a very low level of intelligence (below normal), so that to carry out their developmental tasks they require special assistance or services, such as education and guidance programs (Muhammad Efendi, 2006: 9). Furthermore, this delay and limitation of intelligence comes with limitations in behavioral adjustments (Wardani, 2011: 6.3-6.4).

5. Inclusive School

Inclusive school is place that facilitates student with special needs where they will receive the same acceptance and education as other ordinary students. It is accordance with the research of Redbridge (2014) stated that an inclusive

school is one that accepts students with special needs in a setting that can accommodate them alongside other students. To create a just and equitable society, inclusive education is education that guarantees each student's right to an education, regardless of personal traits and challenges, cultural variety or linguistic orientation.

C. Research Questions

Based on the background of the problem above, this research focuses on problems faced by English teacher in teaching English with level of CEFR for students with special needs. Based on the focus of the research, it formulates the research in the following question: “What are the teacher’ problems in teaching English with level of CEFR for students with special needs in SMP Al Irsyad Al Islamiyyah Purwokerto?”

D. Aims and Significances of the Study

a. Aim of the Study

Based on the research question above, the main purpose of this research is: “to find out the teacher’ problems in teaching English based on level of CEFR’ level for students with special needs in SMP Al Irsyad Al Islamiyyah Purwokerto?”

b. Significance of the Research

By conducting research, this research was expected to provide some contributions either to educators or students of English about teaching English for students with special needs. In addition, this research was expected to be useful both theoretically and practically. Where theoretically of this result of the study will give additional information to the readers. They will find out the information about teacher’ problems in teaching English for students with special need especially in inclusive school. Then, the results of this study are expected to be provide knowledge about what problems are faced by English teacher in teaching English for students with special needs and what the ways of teacher to overcome this problem. While practically, this research was expected to provide several benefits, as follows:

1. For English Teacher

This research is expected to provide valuable knowledge, especially for English teachers to find out what are the problems in teaching students with special needs, so that the English teacher can handle it. Besides that, English teachers can better prepare related planning, materials, strategies or learning methods that are interesting and innovative according to the characters of students with special needs. The goal in general was order to maximize the process of learning English in class and the specific to make students with special needs can also achieve competency standards in English lessons based on CEFR' level like other students.

2. For School

This research hopefully can provide additional information regarding the problems experienced by English teacher in teaching English for students with special needs and it was expected will be a reference of improvement in supporting learning process for students with special need. So that it is hoped that it can be used as evaluation material in developing and increasing the productivity of learning English for students with special needs to achieved the education goals for inclusive school. .

3. For Other Researcher

This research is expected provide helpful information for other researchers who will conduct similar research. Then, this study expected will encourage them to conduct deeper research about teacher' problems in teaching English for students with special need.

E. Organization of the Paper

The discussion in this consist of several chapters and to make it easier to understand the overall content of the research. The systemic of discussion into five chapters, as follows:

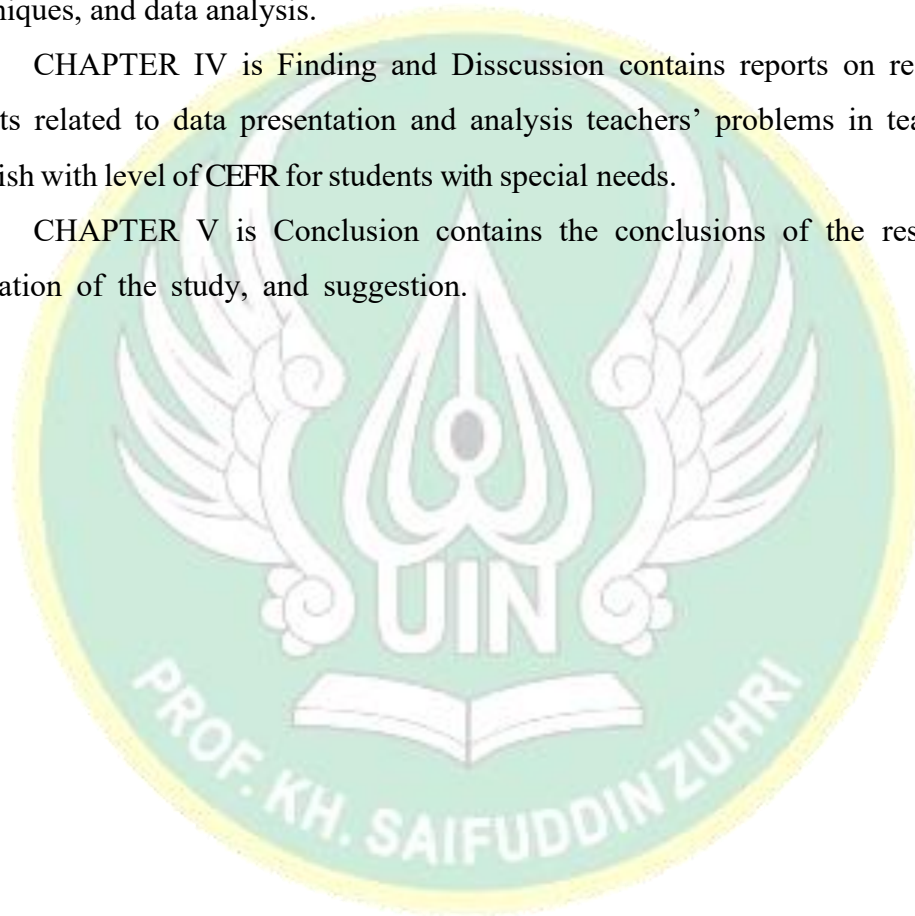
CHAPTER I is Introduction consisting background of the study, clarification of key terms, research question, aim and the significances of the study, previous studies, and organization of the paper.

CHAPTER II is Literature Review of teachers' problems in teaching english with level of CEFR for students with special needs.

CHAPTER III is Methodology. It explains the sort of research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

CHAPTER IV is Finding and Discussion contains reports on research results related to data presentation and analysis teachers' problems in teaching English with level of CEFR for students with special needs.

CHAPTER V is Conclusion contains the conclusions of the research, limitation of the study, and suggestion.



CHAPTER II LITERATURE REVIEW

A. Teaching English

1. Teaching and Learning Process

The teaching and learning process is divided into three major steps: planning or preparation, main activity, and evaluation. The following are descriptions of those steps:

a. Planning or Preparation

When teachers enter into their classrooms, they have a plan. A lesson plan is a very useful instrument that serves as a guide, resource, and historical document that reflects the teaching philosophy, student population, textbooks, and most importantly, the aims of the students. Many metaphors can be used to describe it, such as road map, blueprint, or game plan. Regardless of the analogy, a lesson plan is required for beginning teachers and beneficial to experienced teachers (Murcia, 2001:403).

The procedures involved in generating good teaching materials, according to Richard (2001:262), are comparable to those involved in planning and conducting a lesson. It is especially important for preservice teachers, who may feel a greater desire to exert control before the session begins. Furthermore, according to Mulyasa (2009:156), standard materials that are generated and used as study material by students should be suited to their requirements and skills, containing the value of the functional, practical, and adapted to the conditions and demands of the environment, school, and region.

b. Main Activity

Lessons are organized into sequences and how the momentum of the lesson is achieved, according to Richard and Lockhart (1994:114). This is referred to as structuring. The focus will be on four characteristics of structure, as follows:

1) Opening or the beginning of a lesson

The process employed by the teacher to focus the attention of the students on the learning objectives of the lesson is referred to as the opening of the lesson. According to educational studies, the beginning serves to direct students' attention to the goals of teaching and learning. Typically, the first five minutes of a class are devoted to the introduction or "entry," which can have a major impact on how much students understand (Kind Willen and Ishler in Richards and Lockhart, 1994:114).

2) Sequencing or the way a lesson is divided into sections and how the sections relate to one another

The method through which a teacher examines the general goals of a lesson and the content to be taught and then designs a sequence of activities to fulfill those goals is known as sequencing (Richards and Lockhart, 1994:118). When considering certain tasks, experienced teachers typically have a mental framework in mind. A number of concepts for identifying the internal organization of lessons have arisen in second or foreign language instruction. These concepts are based on a variety of perspectives on the skills and processes that underpin key parts of second language learning, as well as how learning might be most successfully.

3) Pacing or the method of achieving a sense of movement within a lesson

Pacing is defined as how well a lesson maintains pace and conveys a sense of advancement (Richards and Lockhart, 1994:122). Thus, the amount of time allowed to each component of a lesson is a critical decision that teachers must make when planning or teaching a session.

4) Closure or the method of bringing a session to an end.

Another key part of class planning is good closure. Closure refers to the sections of a lesson that: (1) reinforce what was learnt in

the lesson, (2) integrate and review the lesson information, and (3) prepare students for further learning. A lecture's ending sequence was often intended to emphasize what had been delivered by going over major points addressed in the lesson. This may entail the teacher questioning students to determine how much they have grasped (Richards and Lockhart, 1994:124).

c. Evaluation

Evaluation is the process of studying a subject and rating it based on its significant aspects. Program materials and activities are described and evaluated in evaluations. Materials will most likely be checked while programs are being produced to ensure that the strategy and processes utilized in the program are appropriate. Evaluation in English education should be much more than just giving students tests. To improve English instruction, syllabuses, materials, teaching, and assessment must be evaluated and developed (Davies, 2000:181). Furthermore, he classified evaluation into three categories: (1) assessing learning, (2) assessing teaching, and (3) assessing courses.

The only way to assess learning is through a test. This notion is utilized to examine how well students communicate in free discussion and group work, as well as how well they use the language in assignment compositions and even to solicit students' feedback on their progress. The outcomes of learners' examinations are used to assess teaching.

Good teaching should result in good outcomes; nevertheless, the results are only as valid and dependable as the tests. Learner exam scores, questionnaires issued to learners and teachers, and class observations can then be used to evaluate courses (Davies, 2000:183). Finally, evaluations of teaching, instructional materials, and courses, as well as learning, are required.

2. English Teacher

a. Definition

The teacher is a profession that has many roles in carrying out its work in the world of education. Brindley (1994:5) states that an English teacher is the teacher that master the field of English and has responsibility in the subject curriculum. In other words, teachers must be able to develop students' potential in understanding and mastering the material. Besides that, teachers have a responsibility to students to guide, teach, assist, assess, and evaluate student learning outcomes at every level of education.

Besides that, Novembli (2015) states that teachers as human resources who have an important role in education. Teachers carry out various tasks and responsibilities carried out in the form of service, where the duties cover the professional, social, community, and humanitarian fields. The teacher's duties are detailed as follows: First, the teacher's duties in the professional field, including: teaching, educating, and training. On the other hand, Zainab in Zamani (2016) states that a teacher is one factor that influence the development, progress, and achievement of students.

Based on the explanation above, it can be concluded that the teacher has an important role in the learning process. The teacher is not only in charge of teaching material to students, but the teacher must also be able to do many other tasks. Apart from that, the teacher must also be able to be a good model and be a good role model for students to emulate. Teachers are required to master the field being taught and must have skills in teaching student. Therefore, many people say that teachers are the unsung heroes.

b. Role of English Teacher

Teachers have an important role in the learning process. Harmer (2004:57-62) states several roles that teachers have, including:

1) Teacher as a controller.

This means that teachers have the right to manage and regulate the implementation of student activities in class.

2) Teacher as an organizer.

This means that the teacher as the organizer is not obliged to make all decisions or explain every detail of the activities to be carried out.

3) Teacher as an assessor.

This means that teachers are required to think critically and logically.

4) Teacher as a prompter.

This means that if students have difficulty starting or carrying out their activities, the teacher must help direct them by giving appropriate instructions to encourage student abilities.

5) Teacher as a participant.

This means that teachers also need to mingle with students as participants to get closer between teachers and students where teachers can join one or two groups as ordinary members.

6) Teacher as a resource.

This means that the teacher must be prepared to be someone who will provide advice and input to students in need.

7) Teacher as a tutor.

This means that teachers can accompany students as tutors when students are working on their project assignments.

8) Teacher as an observer.

This means that there are times when the teacher is only in charge of observing student activities without disturbing or dictating students all the time.

Besides that, Tasmania (2014: 9) explains that there are several roles for teachers in teaching students with disabilities or students with special needs, including: Actively interacting with students and encouraging students to explore interesting and challenging learning experience. Then the teacher plays a role ensure that learning is differentiated according to their abilities, so that all students feel challenged to have meaningful learning experiences. Next, the teacher plays a role in giving opportunity for students to express and express their opinion about how the education

they take through the selection of several elements of learning. Furthermore, the teacher plays the role of providing a comfortable and suitable learning environment to help them build confidence. Then, the teacher acts as a place to consult both parents and students regarding student adjustment and development of the learning experience. Besides that, the teacher's role is to observe and monitor the adjustment and progress of students according to the needs and then convey it to the parents of students as a form of report on learning outcomes.

Based on the expert theory above, teachers have several important roles to play in their interaction with students with special needs both inside and outside class. English teachers must understand the needs and conditions of students every time the teacher carries out this role both inside the classroom and outside the classroom.

3. Teachers' Problem

Teachers face a variety of problems when teaching English to students, which can lead to problems in the classroom. The problems encountered by teachers in teaching can be explained as follows:

a. Teacher' Problems in General

Many things must be considered by the teacher in teaching to create an effective learning process. Teachers may face some problems in teaching English which impede the learning process. Songbatumis (2017) explains that problems can come from teachers, students, or facilities at school. Some of these obstacles or problems include:

1) Teachers' Methods and Ability

Teachers are required to create effective and innovative learning methods according to students' needs (Bulter, 2005; Littlewood, 2007). On the other hand apply various teaching methods is not easy, because the teacher does not only think about how to develop the four language skills, but the teacher also has to think how to increase student motivation especially on english. Furthermore, Ansari (2012)

revealed that teacher competence and abilities are vital in learning English. During the learning process, sometimes the teacher tends to be monotonous. So, this kind of thing should be avoided by the teacher.

2) Mother Tongue Interference

English is a foreign language because it is not a second language used in daily communication. Problems that sometimes occur in mother tongue interference are; grammatical, mispronounced, misspelled, semantic or morphological errors (Fatiloro, 2015, p. 27). In addition, Malana (2018, p. 33) reveals that the main factors affecting English language skills and competence is first language interference.

3) Interest and Motivation to Learn Students

Student achievement will usually increase as their learning motivation increases (Yulia, 2013, p. 4). Most students think that English is a difficult subject. This is supported by research from Abrar (2016, p. 97) explaining that, when teachers teach English, some students instead doing other activities, such as talking with friends, playing, joking and making noise, etc. An indication of low student learning motivation is when students feel reluctant to pay attention, participate, or be involved in the learning process. (Abrar, 2016, p.96).

4) Lack of Vocabulary

When teacher teach in class using full English and sometimes using vocabulary that is difficult to make students do not what the teacher says. In addition, sometimes there are words that are the same but have different meanings, thus making students feel confused. Chung (2016) as quoted in Songbatumis (2017, p. 57) reveals that “English as a foreign language makes students limited in understanding grammar and vocabulary of the target language, so students must make an effort to understand the context”.

5) Learning Facilities at School

One of the influencing factors the success of the process of teaching English namely learning facilities. Songbatumis (2017, p. 58) explained that the process of teaching English would not be hampered if the supporting facilities were not used. Furthermore, Roinah (2019) states that the teaching and learning process cannot run optimally if learning facilities are not provided in schools.

6) Lack of Resources and Materials

Abrar (2016, p. 98) revealed that limited resources and material can hinder the process of teaching English. The main sources in teaching English, such as books, modules, worksheets play a very important role in helping students process the knowledge they get and they also become resource persons for teachers in the teaching process.

7) The Class is Crowded

One of the problems that English teachers often face is overcrowded classes. This certainly influences the teaching process (Emery, 2012, p. 4). In realizing comfortable English learning environment, it is necessary to have a conducive class. If there are too many students in the class, it will result in the teaching process being ineffective effective. Furthermore, Baker and Westrup (2000) are quoted in Songbatumis (2017, p. 2) revealed several problems when teaching large classes, namely “tables and chairs becomes difficult to move, teachers and students are limited to move around in the classroom, walls between classrooms are thin, and the noise in the classroom will disturb other classes.”

In addition, Aryana & Apsari (2018) revealed that difficulties in teaching are classified into two factors, as follows:

1) Internal Factors

Internal factors are problems that come from oneself. In this case means the problem that occurs in the teacher itself, such as when

selecting methods, preparing materials, learning strategies and teaching techniques. Emery (2012) revealed that this factor could occur due to inadequate teaching preparation as the teacher's ability to overcome problems that occur in the teaching process. This could be due to a lack training, the limitations of the teacher, or teachers who do not master or have a background in teaching English.

2) External Factors

External factors are factors that come from outside that do not come from the teacher self. This factor can come from students, schools, including modules, syllabus, or curriculum, and family environment. Therefore, in order for the teaching process to be optimal, the school must provide facilities that support teaching. This is supported by a statement from Pande (2013, p.419) which says that "There should be special efforts to ensure that teachers get proper and supportive teaching facilities, including space, books and props".

b. Teacher' Problems in Teaching Students with Special Needs

Based on research by Nissa (2016) revealed that there were several problems experienced by teachers in teaching students with special needs caused by several factors, including:

1) Teacher

Problems related to teachers expressed by teachers include: A lack of class support teachers (GPK), a lack of teacher competence in dealing with students with special needs, teachers struggling with teaching and learning activities (KBM), a lack of teacher understanding of students with special needs and inclusive schools, Inappropriate teacher educational backgrounds, increasing administrative burdens for teachers, teachers' lack of patience when dealing with students with special needs, and teachers having difficulties with parents.

2) Students

Teachers report the following issues come from students:

students with special needs who have different problems and require different treatment, and students with special needs who are having difficulty following the lesson material.

3) School

The problems that arise related to school management expressed by teachers are the school is not yet ready for an inclusive school program in terms of administration and human resources, the teaching and learning process is not running optimally, and that the school does not have a regular meeting program with parents.

4) Parents

The problems that arise regarding parents that are most often complained about by teachers are a lack of parental concern for dealing with students with special needs, a lack of parental understanding about students with special needs, parents feeling embarrassed so they want their children to attend public schools, a lack of tolerance from regular students' parents toward students with special needs, and parents having little patience with students with special needs.

5) Government

The problems that arise related to the government expressed by teachers are lack of government attention and concern for the implementation of inclusive schools, unclear policies related to the implementation of inclusive schools, no modification of the special curriculum for inclusive schools, a lack of inclusive education training for teachers, and government attention to staff. The number of professionals who support inclusive schools is insufficient, as is their welfare, and there is no special institution that provides training to students with special needs.

6) General Public

According to teachers, the following issues arise in society, including a lack of community knowledge about inclusive education and students with special needs, a negative view of students with special needs and inclusive schools, and a lack of community support for the implementation of inclusion.

7) Others

Other issues that arise include a lack of facilities and infrastructure to support the implementation of inclusion, a lack of involvement from all parties (academics, experts, teachers, schools, parents, and government) in the implementation of inclusive schools, social backgrounds that influence students with special needs, and a lack of understanding among various parties regarding the implementation of inclusion.

If problems are examined further, they will become related to one another. These problems can stem from issues involving teachers, students, communities, schools, the government, and other entities.

4. Teaching English for Students with Special Needs

a. Definition of Teaching English for Students with Special Needs

In order to fulfill the needs and realize the full potential of students with special needs, teachers play an essential role in schools. The primary tool used in the teaching and learning process to mold the attitudes, personalities, and full potential of each student is the teacher. All teachers ought to possess greater expertise in teaching in inclusive school. This was in accordance with the research of Brown (2007:8) states that teaching is helpful students to learn or show how to do something, give instructions to students, guide or assist the study of something, and provide knowledge.

From the theories above, it can be seen that teaching is process of imparting knowledge. On the other hand, for students with special needs, teaching is a process of helping students understand and use English

effectively in several ways. Learning must be creative and innovative in order to create a pleasant atmosphere for learning.

b. Principle of Teaching English for Disabled Students

It is ideal for teachers who work in inclusive schools to possess specialized knowledge of inclusive schools and student with special need (Martika & Salim, 2017). There are several principles in teaching English to students with special needs. This statement is reinforced by Meir (2008: 9) which reveals that the learning process for students with special needs will be more effective by applying the principles that form the basis of all teaching, as follows: creating a language-rich learning environment.

Then, adjusting teaching to the speed of understanding each students. Next, offer activities that are oriented toward achieving student success. In addition, plan instruction to include student experience activities. Furthermore, classify student assignments into sub-tasks according to the needs of each student.

Moreover, vary activities in lessons from one lesson to another. And the last, providing extensive drilling, memorization, and repetition to students regarding learning material, and finally using many visual and tactile aids, such as pictures and objects when teaching to facilitate students' understanding of the material taught by the teacher. Based on the theory described above, teachers in teaching English to students with special needs need to pay attention to these eight principles, so that the learning process can achieve the set goals.

Furthermore, according to the Ohio Teacher Educator Standards (Witte, 2012), there is an effort to develop knowledge and skills in order to improve the quality of teaching for students. The Ohio Teacher Educator Standard (Witte, 2012) categorizes quality teacher competencies into seven major domains:

- 1) Student domain: The teacher's understanding of how students learn, as well as differences in student backgrounds that influence the teaching and learning process.

- 2) Content domain: The ability to comprehend the subject matter that will be presented to students as a duty and responsibility of the teacher.
- 3) Instruction domain: The teacher's ability to create and implement learning plans so that each student can learn optimally.
- 4) Domain Assessment: The teacher's understanding of various learning methods, allowing them to design an optimal teaching and learning process for all students.
- 5) Learning Environment Domain: The teacher's understanding of environmental situations that can promote learning, including the ability to create challenging environmental settings and learning situations for students.
- 6) Collaboration and communication across domains
The ability of the teacher to collaborate with various parties involved in the student learning process, particularly parents and school authorities.
- 7) Professionalism, Responsibility, and Growth: The teacher's awareness of the demands of professionalism as a teacher, ability to accept responsibility, and desire to continue to improve one's abilities as a teacher.

Teaching and Learning Process for Students with Special Need

The teacher has a role in facilitating the learning process of students learning and the characteristics they have teachers can influence the student learning process (Murray in Zamani, 2016). Students with special needs must follow a different pattern of learning based on their individual needs, which vary from one another. Teacher should have personal information about each student in order to prepare learning programs for each topic of study. According to Delphie (2006), personal information is connected to certain traits, strengths and weaknesses, competences held, and developmental stage.

A proficient teacher is one who is able to plan teaching and learning activities in the classroom using individualized learning plans that take into account the strengths and weaknesses of each student. Classroom teachers face the problem of being able to offer unique

interventions to get through the many behavioral disorders that manifest during learning activities, so that learning can proceed without disruption.

B. Student with Special Need

1. Students with Special Needs

a. Definition

Students with special needs experience difficulties in understanding their mindset and experience difficulties in implementing effective learning strategies. According to Hadis (2006), students with special needs are those who require specialized educational support and services in order to reach their full potential. There are several other terms to identify special needs, such as disability, impairment, and handicap. In this case, quoting from World Health Organization (WHO)(in Desiningrum, 2016) explains as follows: Disability namely limitations or inability that a person has in carrying out an activity, usually occurs in something individual level. Impairment is a loss or abnormality that occurs psychologically or internally anatomical structure and function of organs. Handicap is a person's limitations caused by a disability or other disorder that interferes with normal activities.

The Indonesian government defines the meaning of the word disability in Law no Republic of Indonesia (UU No. 8 of 2016). Disabilities are everyone who experiences physical, intellectual, mental and/or sensory limitations in the long term, thereby hindering interaction either with other people or with surrounding environment. Ustun (2002) states that students with special needs are the result of an interaction process between someone who has environmental barriers, abnormalities, and the influence of the attitudes around him. Besides that, Ashby (2012) revealed that disability is a part that can be identified but cannot be changed. On the other hand, Horowitz in El-Koumy (2016) reveals that students with special needs have a neurological based processing disorder in which

their brains process information differently than normal people.

b. Kinds of Students with Special Needs

The Individuals with Disabilities Education Act Amendments (IDEA) 1997 reviewed in 2004 In general, categorize disability into 3, namely physical, emotional and disability behavioral disabilities, and intellectual disabilities. Physical disabilities, including: deaf (Deaf), blind (Blind), and physical disabilities. Then, the category of emotional and behavioral disabilities, including: hearing impairment (motor disability), communication disorder and hyperactivity. Furthermore, the mentally retarded category, including: mental retardation (grahita disabilities), slow learners, special learning difficulties, gifted children, autism and indigo. Winarsih (2013: 8) reveals that there are several types of students with disabilities, including:

1) Children with visual impairment

Blind children are children who have visual impairment in the form of total blindness or low vision. Symptoms of low vision include:

- a) Eyes appear red and the eyeball looks cloudy (white in the middle, and sometimes like a cat's eye (shines)
- b) Visual response is limited to light, large objects, and striking colors.
- c) Squinting when exposed to sunlight
- d) Very close viewing distance, such as looking at objects or reading a book very closely.
- e) When walking tripped several times.

Meanwhile, the characteristics of total blind children are as follows:

- a) The eyeball looks clear but cannot see and respond to light or objects.
- b) Significant damage to both eyes.
- c) When walking often tripped or bumped into, and often fumbled when looking for something.
- d) Often pressing the eyeballs using fingers.

2) Children with hearing disabilities

The deaf are children who experience hearing impairment, either partial or complete. These distractions usually hinder ability children's language and speech. Characteristics of a deaf child, as follows :

- a) Do not react startled when hearing loud noises at close range and cannot be controlled or calmed by sound.
- b) Does not respond when called by others and does not react to surrounding sounds.
- c) Having difficulty understanding what other people convey when not face to face.
- d) Not knowing the direction of the sound or the source of the sound.
- e) The vocabulary is limited and does not develop.
- f) When speaking is difficult for others to understand.

3) Children with intellectual disabilities

Mental retardation is someone whose level of intelligence is significantly below the average age of normal people. This disorder causes a person to experience difficulties in adapting to the behavior that appears during his development. The characteristics of mentally retarded children:

- a) Physically have a flat face, the eyes are far apart, the nose is flat, the mouth is open, and the tongue is large and have small/big/flathead size.
- b) Not able to take care of his own needs independently according to his age, so he always needs help from other people or people around him.
- c) Experiencing delays in language or speaking, some even experience inability to speak.
- d) Difficult to adapt to the surrounding environment.
- e) Often spit out (liquid) from the mouth.

4) Children with physical disabilities

Physically disabled is someone who experiences disturbance in movement due to paralysis, or incomplete limbs or deformities of body shape and function. The characteristics of a disabled child include:

- a) The limbs are stiff or weak or paralyzed.
- b) Has difficulty moving (imperfect or inflexible or not controlled)
- c) There are incomplete or lacking limbs perfect or the size is smaller than normal size.
- d) There is damage to the locomotor.
- e) Unable to hold something through the fingers due to stiffness. Has difficulty standing or walking or sitting or abnormal body posture.

5) Children with social disabilities

Children with social disabilities are children who have disturbances in emotional control and social control, as well as deviance. The characteristics of children with social disabilities include:

- a) Has a habit of lying.
- b) Easily provoked emotions or easily angry.
- c) Often performs aggressive or destructive actions and is disruptive.
- d) Often commit acts that deviate and violate social norms or moral norms or legal norms.
- e) Having difficulty in mingling with other people.
- f) Often feel depressed and always feel unhappy.

6) Children with impaired concentration and hyperactivity (GPPH) or attention deficit hyperactivity disorder (ADHD)

GPPH or ADHD are children who experience developmental disorders, such as impaired self-control, attention problems, hyperactivity and impulsivity, resulting in difficulties in behaving, thinking, and control emotions. The characteristics, as follows:

- a) Experiencing difficulty in concentrating, such as being reluctant to listen, failing to complete assignments, difficulty concentrating, often daydreaming, being quiet, needing help to always be reminded and directed.
 - b) Impulsivity or difficulty holding back desires, such as being careless, in a hurry when picking up or approaching something, often takes chances without thinking risks that will occur, impatient, and often interrupt.
 - c) Hyperactivity or difficulty controlling movement, e.g. difficulty resting, can't sit still and sit for a long time, often talks excessively, is easily provoked, and moves a lot to change positions.
- 7) Children with autism spectrum disorders (ASD)
- ASD are children who have disturbance in three areas with different levels, namely social interaction, communication skills, and stereotyped repetitive behavior patterns. Spectral characteristics of children autism disorders, as follows:
- a) The child has speech delays or cannot speak at all, speaks but is not clear and not to communicate, makes strange sounds, and repeats other people's words.
 - b) Difficulty in answering other people's questions, even repeating the question.
 - c) Difficulty or not being able to communicate in two directions and not looking into the opponent's eyes.
 - d) Feeling disturbed and uncomfortable in a crowd.
 - e) Often behaves strangely such as walking on tiptoe, circling, jumping around, pacing aimlessly.
 - f) Attachment to certain objects, so it must be taken wherever he goes.
 - g) Laughing or crying or getting angry for no apparent reason.
 - h) Has a tendency to smell something and enter objects held to the mouth.

8) Children with multiple disorders

Children with multiple disabilities are children who have two or more abnormalities, which result in them needing assistance, services, education specifically, as well as special learning aids. The characteristics, as follows:

- a) Has a combination of two or more disorders, for example internal disturbances vision and autism spectrum disorders, disabilities vision and hearing impairment, intellectual impairment and hearing disability, and others.
- b) Difficulty in social interaction.
- c) Has very limited ability to express or understand others.
- d) Has a delay in development both physical and motor.
- e) Often acts strangely, such as rubbing your fingers on your face, banging your head, pulling your hair, and more.
- f) Has an inability or limitation in taking care of his own needs, such as eating, bathing, dressing, and more.

However, despite the limitations that these children have, some still have positive characteristics, such as being friendly, being warm, having a sense of humor, being assertive, etc.

9) Children who are slow learning or slow learners

Children who are slow learners are children who have an intellectual level slightly below average, but not including mental disorders. They need more time than other children to complete both academic and non-academic tasks. The characteristics of slow learning children, include:

- a) Having abilities below the class average, so that the average progress or learning achievement is low.
- b) Often experience delays in completing assignments compared to other students.
- c) Delay in understanding learning.
- d) Prefer to be friends with children who are under his age.

10) Children with special learning difficulties or specific learning disabilities

Children with special or specific learning difficulties learning disabilities are children who have an impairment or abnormalities in one or more of the basic psychological processes of a disability, such as speaking, listening, thinking, speaking, reading, writing, spell, and count. Children with special learning difficulties are classified into 3 types, including:

- a) Children who have difficulty learning to read or commonly referred to as dyslexia.

The characteristics are as follows: the development of reading skills tends to be slower than other children, often makes mistakes when reading, deep ability understanding of reading content is low, often experiences a shortage of words when writing letters either at the beginning, in the middle, or at the end of words, has difficulty distinguishing letters or numbers that are almost the same, for example when writing letters “q” becomes “p” or vice versa, then often ignores use punctuation.

- b) Children who have difficulty learning to write or are usually referred to as dysgraphia.

The characteristics are as follows: when copying writing, they often experience delays in completing their writing, often experience errors when writing letters, such as; bwithp, vwithu, pwithq, error in writing a number, such as a number; 2 with 5,6 with 9, the results of the writing tend to be difficult to understand because it is not well structured, errors are often found due to upside down or missing words, and difficulties in writing straightly when given unlined paper.

- c) Children who have difficulty learning to count or usually referred to as dyscalculia.

Its characteristics are as follows; having trouble in

distinguish signs (+, -, x, :, =, <, >), have difficulty in operating count or numbers, often experience errors in calculating sequences, have difficulty distinguishing geometric shapes, often experience errors in understanding numbers, such as the numbers 9 with 6, 17 with 71, 2 with 5, 3 with 8, etc.

11) Children with impaired communication skills

Children with impaired communication skills are children who experiencing disturbances or abnormalities in the development of sound, language fluency speech, rhythm, according to the child at his age. This disorder is caused by physical, psychological and environmental factors, both of which are receptive and expressive. The characteristics, as follows:

- a) Unable to respond when hearing sounds that occur around him and rarely or never cries.
- b) Do not like to look at the face when being fed.
- c) Having difficulty in chewing or swallowing food and drink.
- d) Experiencing delays and not starting to talk at around 12 months of age.
- e) Have abnormalities in the speech apparatus, such as cleft lip or abnormalities in the shape of the tongue.
- f) When speaking is less understandable or unclear.
- g) Showing symptoms that are directed at something that is difficult to do or do something strange.

12) Children with special intelligence and/or talent potential

Children who have intelligence and/or special talent potential are children who have a high intelligence score or are gifted in a special field, such as; music, sports, art, etc. Characteristics of a smart child and special talents, as follows:

- a) Have a level of intelligence above average, creative, and competitive towards the task given.
- b) Have a high curiosity and interest in the answers to the questions

"how" and "why" about something.

- c) Have the ability to work independently from an early age.
- d) Very fast and responsive to discussion or explanatory learning.
- e) Have a great interest in something broadly, diversely, and deeply.
- f) Have high positive energy in establishing good relationships with adults, teachers, and people around them.
- g) Have the ability to discuss various discussions and be able to relate one thing to another.

Based on the several types of students with special needs that have been described above, this study focuses on teacher' problems in teaching English for students with special needs, specifically for slow learners of SMP Al Irsyad Al Islamiyyah Purwokerto.

2. Inclusive School

a. Definition

To fully develop their potential and abilities, students with special needs must interact with their typically developing peers. This encourages the government to switch from the prior educational paradigm to one that promotes inclusion for all students. Special education schools or inclusive schools convey respect and full support for students with special needs. In 1954, the Indonesian government launched an endeavor to create specialized education for students with disabilities inside the national school system. The introduction of Education Law No. 12 of 1954 regulated the delivery of special education to students with disabilities.

Inclusion of students with special needs in regular courses with children who do not have any defects is the major goal of inclusive education. Tasmania (2015: 4) reveals that teaching in schools for students with special needs means creating a learning environment that accepts students regardless of background and seeks to explore and maximize their learning potential with other students. Meanwhile, Doyle in Tasmania

(2014: 4) states that the presence of special education schools or inclusive schools is not just the presence of students in class like general education, but more than that it shows a form of support to provide proper and equitable education for both normal students and students with special needs.

The term of inclusive education is not the same as the term of special education, because the concept of inclusive education has similarities with education for all (Wahyuningsih, 2016). The term "inclusive education" suggests that it encourages the integration of students with special need into the regular educational system, where they should collaborate with their peers who are of school age in a way that is most beneficial to their requirements (USAID, 2010, p.4) Effective inclusive education identifies and removes barriers that prevent students with disabilities from participating in educational systems (Heward, 2006; Hardman et al., 2005; Kochung, 2011).

Based on the theory described above, it can be seen that inclusive education or special school education meaningful as a school that provides and organizes education for students with disabilities, so that they can still get the same and proper level of education as normal schools. The school is expected to make all students follow the learning process, participate and contribute to all aspects of school life. Inclusive schools or special education schools focus on developing elements of the school and participate together in achieving goals education for students with special need.

b. Learning Implementation in Inclusive Education

Learning in inclusive settings is generally implemented in the same way that learning in general classes is. However, because students in an inclusion setting are very diverse, learning must incorporate specific principles based on the students' disorders in addition to general principles. Learning will be implemented differently in an inclusive setting, in terms of strategy, activities, media, and methods. The material must be adapted

to the characteristics and abilities of the students, the media must be designed to the needs of the students, the curriculum must be adaptable, evaluation must be accommodating, and methods must be designed to the limitations and needs of students with special needs.

Teachers prepare a learning program based on the characteristics and individual needs of students when implementing learning in inclusive schools. Teachers should be able to meet all of their students' needs in their classes, including assisting them in gaining understanding that is appropriate for each individual's needs and abilities. The learning process should be capable of establishing a cooperative, mutually cooperative, and democratic classroom environment. Classroom teachers and special education teachers can collaborate to select, design, and implement appropriate learning for students. As a result, after establishing a model for placing exceptional students in regular classes (inclusion settings), as summarized by the Ministry of National Education (2009: 21-25), the following learning must be implemented in inclusion settings:

- 1) Communicate with students, namely:
 - a) Carrying out apperception,
 - b) Explain the purpose of teaching,
 - c) Explain the content or subject matter,
 - d) Clarifying explanations if students misunderstand or not understand,
 - e) Responding to student responses or questions, and
 - f) Closing the lesson (e.g. summarizing, conclude, and so on)
- 2) Implementing methods, learning resources and training materials in accordance with the learning objectives, namely:
 - a) Using varied teaching methods (e.g. lectures, questions and answers, discussions, giving assignments, and so on),
 - b) Using various learning resources (e.g., photos, objects original, imitation objects, and so on).
 - c) Give assignments or exercises by paying attention to differences

individual,

- e) Use verbal expressions and/or written explanations as appropriate make it easier for students to understand the material being taught.
- 3) Encourage students to participate actively, specifically:
 - a) Allow students to participate actively (for example, by asking questions, giving certain assignments, conducting experiments, discussing, and so on).
 - b) Give students reinforcement so that they stay active;
 - c) Provide smart students enrichment (additional assignments).
 - d) Providing remedial (special training) for students with special need.
 - 4) Demonstrate mastery of the material and its relevance in life, namely:
 - a) Show mastery of the subject matter convince (without hesitation) using appropriate media
 - b) Explain how the subject matter being studied relates to everyday life.
 - 5) Managing time, space, materials and teaching equipment, namely:
 - a) Use teaching time effectively as planned,
 - b) Manage the classroom according to student characteristics and learning objectives,
 - c) Using teaching materials efficiently,
 - d) Use teaching equipment effectively and efficiently.
 - 6) Managing cooperative group learning occurs when students share responsibility for achieving common goals. Teachers try to avoid competitive learning. Teachee plays an important role in supporting learning activities so that Students feel capable of solving their own problems and feel appreciated. Cooperative learning can help students increase understanding, feel happy, feel like they have a positive attitude towards themselves, towards the group and towards

their work.

- 7) Carrying out an evaluation, namely:
 - a) Carry out assessments during the learning process, well
 - b) Orally, in writing, or by observation,
 - c) Hold a follow-up on the assessment results. Follow-up actions are held to ensure that the targeted competency is achieved.

Learning activities should be planned by the teacher before they are carried out. This includes the topics taught in the curriculum and is adapted to the needs of the class based on the students' backgrounds, abilities, and diversity. Another consideration is how the curriculum's content is taught by utilizing various learning methods and resources that are based on how students learn to meet learning needs. Furthermore, using the environment as a learning resource during the learning process can help students develop their psycho-social skills.

The PLB Directorate outlines (Tarmansyah, 2007: 194-195), that are several factors must be considered when designing learning activities to meet the needs of students. These things include planning learning activities, class management, organizing materials, managing learning activities, utilizing learning resources, and evaluating.

Carry out learning activities such as presenting learning materials, implementing methods, learning resources, and practice materials based on students' initially abilities, encouraging students to participate actively, demonstrating mastery of subject matter and its relevance in life, and managing time, space, and learning materials and equipment. Building personal relationships entails being open, tolerant, and sympathetic to students, displaying enthusiasm and sincerity, and managing interpersonal interactions. The final step is to conduct an evaluation, which includes conducting assessments during learning activities, either verbally, in writing, or through observation and action.

After designing learning activities, the next step is implementing the learning. The implementation of learning aims to ensure that the

expected competencies can be achieved by students, where the delivery system and indicators of learning achievement are formulated in a comprehensive manner written since the learning plan was prepared. The implementation of learning has a sequence, namely initial activities, core activities, and final activities it includes evaluation and follow-up.

1) Initial Activity

After carrying out learning planning based on student assessment and then learning starting with initial activities or called preliminary activities. In initial activities, it is important to bring students along into a learning situation. In the usual initial activities begins with giving apperception which can take the form of doing playing games or singing songs that are already known to students and related to the lesson material that will be presented. It is also necessary to briefly review previous material and provide motivation to students. Then the students start directed to the material to be taught by submitting problems to be solved by students through giving open questions or pictures to discuss leads to core activities.

2) The Main Activities

The main activities essentially consist of a description and explanation of concepts, principles, and procedures that students will study, as well as practice applying concepts, principles, and procedures relevant in everyday life. Teachers were expected to ensure that students meet learning objectives during main activities. The method used can be to carry out various activities such as group or pair assignments. Aside from that, determine the teaching strategies and methods, as well as the media used to convey the lesson material. Then, assign sufficient time to students to complete the assigned tasks. Additionally, remember to provide assistance to students who need additional services.

3) End Activities

Choose one activity, such as discussion, to strengthen the

learning objectives in the final activity, also known as the closing activity. Teachers must question students about what they understand and what they do not yet understand about the learning that has taken place. To assess student learning progress, evaluations in the form of tests, non-tests, or feedback were required. Learning evaluation, according to Dimiyati and Mudjiono (2006: 221), is the process of determining the value or benefits of learning activities through assessment and or measurement activities that include making judgments about the value or benefits of the program, outcomes, and learning process. The evaluation results must be communicated to the student. Following the evaluation, two possibilities will emerge: the student achieved the learning objectives and the learning material was moved on to the next material, or the student failed to achieve the learning objectives and the material learning must be repeated.

C. Common European Framework of Reference (CEFR)

1. Definition of CEFR

The Common European Framework of Reference (CEFR) was formed by the Council of Europe in 1990 but was formally introduced in 2001. The European Council in 2001 announced that CEFR as a common language framework that can be used in curriculum, teaching, learning, and evaluation of foreign language education (Council of Europe, 2001). The CEFR is a guideline used for language learning in designing teaching, learning, and evaluation that is context-appropriate and takes into account universality and specificity (Council of Europe, 2001).

Beside that, Sudaryanto and Widodo (2020) state that the Common European Framework of The Reference for Languages (CEFR) is the common reference framework by Europe in language learning includes learning, teaching, and language assessment issues. Furthermore, CEFR is a foreign language learning guide that elaborates language syllabuses, curricula, various forms of tests, textbooks, etc. across Europe. CEFR has there are

several principles, including language activities, language processes, text, domain, strategy, and tasks (Council of Europe, 2006:10).

2. The Importance of CEFR

CEFR has been verified in 40 countries to set objective standards because the CEFR is designed to set objective standards according to the development of learners and the cultural context. Therefore, the use of CEFR can help interpret the results obtained in different learning environments because it has objective standards verified by other countries. Additionally, CEFR has distinctive characteristics that set it apart from other English learning frameworks. The language usage model put forth by the CEFR is based on a sociocognitive and action-oriented approach, emphasising cognitive processes in language learning and use as well as the significance of social context in language learning and use (Weir, 2005 cited in Bereova, 2017).

The presence of the CEFR is very important because it is considered to be able to overcome the practice of "Tower of Babel", namely language learning where students are not sufficiently able to use the language properly and only do it to get scores and certificates (The European Association for Quality Language Services, 2002). Therefore, CEFR aims to develop students' language skills through communicative language activities using an action-oriented approach. It is important that the CEFR concept should be understood and studied by teachers, students, and learners of foreign languages. So, it makes easier for language learners to understand linguistic knowledge and language skills that are developing in themselves (Council of Europe, 2006:1).

CEFR explores that communication has several different purposes and functions by focusing on speaking, listening, reading, and writing. Thus, it describes communicative language activities and strategies with action-oriented approaches as reception, production, interaction, and mediation (Council of Europe, 2001). In addition, CEFR can be used to measure language skills known as communicative skills which include listening, spoken interaction, spoken production, reading, and writing abilities (Government of Saskatchewan, 2013)

3. CEFR Common Reference Levels: Global Scale

a. Concept of CEFR

The CEFR is known as a framework that has the character of detailed descriptions at each level of language proficiency which relates to learning, teaching and evaluation. In general, this CEFR plays an important role in language learning and its policies (Ito, 2020; Read, 2019). CEFR makes it easy for language teachers and learners by providing six levels of language learning ability. There were six levels, as follows:

Table 1.1 Concept of CEFR

Proficient user	C2	Mastery
	C1	Effective Operational Proficiency
Independent user	B2	Vantage
	B1	Threshold
Basic user	A2	Waystage
	A1	Breakthrough

These scales can be used as a guide in measuring how far students' ability to master English as a foreign language and it can be used to see the development of students' progress in learning English. The evaluation and cut-off score for educational policy were based on the language proficiency reference known as the CEFR. This makes it possible to confirm student achievement and assess each school's difficulty and validity (Lee & Shin, 2019). The IELTS, TOEIC, and TOEFL can convert CEFR language proficiency references to the relevant level. The Cambridge English Language Assessment (CELA), which encompasses listening, speaking, reading, and writing abilities, is divided into three groups based on the study's intended use: school, general and further education, and business.

b. CEFR' Level

These developments are presented in the form of a set of general reference levels as follows :

Table 1.2 Level of CEFR

Proficient User	C2	Students can easily understand almost all the content that is read or heard. Then students can summarize information from multiple sources both oral and written, reconstructing arguments and accounts in an incoherent presentation. Then can communicate and express himself spontaneously, very fluently and precisely, distinguishing the finer nuances of meaning in even more complex situations.
	C1	Students can understand various demands such as longer texts, and recognize the implicit meaning contained in a text. Then students can express themselves fluently and spontaneously without much search for clear expressions. Then, students can use the language flexibly and effectively for social, academic and professional purposes. Then students can produce writing in the form of clear, wellstructured, and detailed text on complex subjects, and can demonstrate controlled use of sentence patterns, connectors, and cohesive devices.
Independent User	B2	Students can understand the main ideas contained in complex texts, both concrete and abstract topics, including technical ones discussions in their respective fields of specialization. Then students can communicate and interact with a level of fluency and spontaneity that creates regular interaction with native speakers is quite possible without tension with other parties. Then students can produce writing clearly, in the form of detailed texts on a variety of subjects and explaining points of view on topic issues provide advantages and disadvantages of various options.
	B1	Students can understand clear standard input points about things commonly encountered in work, school, recreation, etc. Then the student can handle most of the situations that may arise while traveling in an area where the language is used by others. Then students can produce written simple connected texts on topics that are familiar or of personal interest. Then students can describe experiences and events, dreams, hopes, and ambitions briefly and gives reasons and explanations for opinions and plans.
Basic User	A2	Students can understand sentences and expressions that are often used related to the most relevant fields (for example: very basic personal and family information, shopping, local geography, and work). Then students

		can communicate in simple, routine tasks that require a simple and direct exchange of information about familiar and routine matters. Then students can explain in simple terms aspects of their background, immediate environment and matters in their field immediate need.
	A1	Students can understand and use familiar everyday expressions and very basic phrases aimed at satisfaction concrete type requirements. Then students can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she owns. Then he can interact within simple way as long as the other person speaks slowly and clearly and is ready to help.

D. Review of the Relevant Studies

There were several previous studies that were relevant to the research to be carried out, including:

First, the research was conducted by Ifa Arifah (2014) with the title "Implementation of Learning for Students with Special Needs Class 5 Elementary School at Gunungdani Elementary School". In this study it was revealed that the implementation of learning process for mentally retarded students consisted of; First, the material used based on the results of the assessment, so that it was different from regular students. Second, the learning method used in the learning process was the same as for other students. Third, the obstacles faced by teachers while teaching students with special needs, such as difficulties in communicating with mentally retarded students, the teacher has to explain more than once, not all teachers were trained in teaching mentally retarded students, the time to accompany students is insufficient or lacking. The similarities between this research and the research that will be carried out were both discussing about mentally retarded students. Meanwhile, the difference is that this study discusses regarding the implementation of the learning process for mentally retarded students, while the research that will be carried out focused on discussing the problems faced by teachers in teaching English for students with special need.

Second, The research has been done by Dessaleuw Getnet, International Journal of Business Marketing and Management (IJBMM), (2019). On title

“Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus”. This study aims to explore the communication challenges faced by deaf students and teachers in inclusive classrooms. The similarity of the thesis were the research discussed about the challenges in teaching English for students hearing impaired students and explained the strategies. It also used qualitative methods of data collection and analysis by conducting classroom observations, interviews, and documentation. But, in the other hand, the difference is the previous research only focused on communication challenges between hearing impaired students and EFL teachers in Inclusive English class not teachers’ problem in teaching English in Inclusive class for students with special need.

Third, the research has been done by Sugeng Susilo Adiof, Frida Unsiyah, Darin Fadhilah, *International Journal of Education and Research*, (2017). On title “Teaching special students: English Lessons for Deaf Students in Indonesian Special Junior High School”. This research aims to described the teachers’ challenges in teaching English for deaf students as well as the describing the strategies to resolve those challenges. The conclusion of this research was there were six challenges faced by the teacher in teaching English for deaf students. The first was that the teachers’ way to get the students’ attention without calling their names. The second challenge was that the teacher found the students’ mistakes in understanding words because of similar lip movements to other words. The third challenge was that the teachers’ way to give a definition and example of the word before going to the next material, considering the students’ limited vocabularies.

The fourth challenge was that the teacher found the students have difficulties to differentiate similar words in different contexts. The fifth challenge was that the difficulties faced by the teacher in delivered the material in relation to the lack of background knowledge of the students. The last challenge was that the teachers’ way to repeat some materials before going to the next material. The previous research was similar to my research which discusses about the challenges in teaching English for students with special need in Indonesian Special Junior High School, and also the last analysis used observation to collect the data and to used a qualitative

method. However, this study has difference, the previous research did not discussed about the teacher' problems in teaching English for students with special need in inclusive class.



CHAPTER III METHODOLOGY

A. Research Design

The design used in this study was qualitative research with case study type. Qualitative research is a type of research that focuses on understanding meaning and exploring several individuals or groups of people originating from social problems (Creswell, 2016). It is a method of research conducted on the premises or location field (Prastowo, 2014). In addition, this research method was the process of setting aside scientific data to obtain data for a specific purpose. Therefore, this study used qualitative methods, because it aimed to determine how to found, collected, process and analyzed research data in order to achieve research objectives.

Besides that, the purpose of the case study is to reveal an accurate and complete picture of the case description (Marczyk et al in Irwanti, 2017: 4). Furthermore, the aims using case study in this research is to explain how the existence and why of the case (Yin in Habibah, 2019: 19). Thus, in this study conducted the data used interviews, observations, and documentation. As a result, all of the data derived from what gained in the field. This study explains the phenomena of the object and provides solutions to all research questions.

Based on the theories described above, this study used the case study in qualitative research because this study aimed to found out and describe the teacher's problems in teaching English with level of CEFR for students with special needs at SMP Al Irsyad Al Islamiyyah Purwokerto.

B. Research Site and Participants

This research was carried out at SMP Al Irsyad Al Islamiyyah Purwokerto especially at ninth grade students with special needs in the academic year 2023/2024. This school was located on Prof. Dr. Suharso street, Arcawinangun, Purwokerto Timur district, Banyumas regency, Central Java Province, 53113 which obtained its operation permit in February 23th 1983. SMP Al Irsyad Al Islamiyyah Purwokerto served students with special needs as an inclusive school.

The reason for choosing this school because it was one of them school that implemented the CEFR' level in framework to learning English and this school support to become inclusive school, so it was related to this research that teaching students with special need. In addition, the reason for choosing class IX B for this study because in this class have 2 students with special need, it was more that the number of other classes. So, the information that was extracted from the teacher who teaches English was more completed. Then, the participant in this study was a teacher who taught English in inclusive class. This research was conducted from Wednesday, July 26th 2023 until Wednesday, August 30th 2023.

C. Object and Subject of the Research

1. Object of the Research

The object of research is defined as the character of the state of an object or person that is the focus and research aims (Sugiyono, 2009). The object of this research focused on teacher' problems in teaching English with level of CEFR for students with special need at ninth grade students in SMP Al Irsyad Al Islamiyah Purwokerto in the academic year 2023/2024.

2. Subject of the Research

Subject is the thing or person to whom the related variable data is attached (Arikunto, 2002). This research focused on an English teacher as subject of the research who teach English for students with special need in inclusive school of SMP Al Irsyad Al Islamiyyah Purwokerto. Then, the reason for choosing this English teacher in the study because she has already experienced in teaching English for seven years in this inclusive school, and the teacher was the best and favorite English teacher in this school based on the students' perception.

D. Data Collection Techniques

This study used three data collection techniques based on the focus and research objectives there were observations, interviews, and documentation as follows :

1. Observation

Observation is observing, witnessing, and paying attention to events or actions carried out by the people being observed, then recording the results of their observations with notes or other aids (Sugiono, 2012). The term "observation" refers to a researcher's method of gathering information while conducting study in the field. Based on Sugiyono (2012), observation is a method of obtaining data, therefore in this research observations were made in the teaching and learning process activities in the classroom. The reason for choosing observation as a data collection method were it can clearly describe the behavior of students with special needs during the learning process and provide an overview of the teacher' problems when teaching English.

Furthermore, in this research used non-participant observation which observed the teaching and learning process directly. As for the purpose of doing it non-participant observation was to obtain information about human behavior as it happens in reality. It was used to found the early information about the study. In observation non-participants, researcher was not involved and only as observers independent. This method was carried out by recording by phone about what appears with the necessary information data on general situations and conditions and wrote the point (taking note).

The observation was focused on English teacher and several students with special need in ninth grade at SMP Al Irsyad Al Islamiyyah Purwokerto. The instruments used in observations were guided by guideline observations taken from the theory in chapter 2. Observation was carried out during 3 times at class IX B and IX E with the following details: The first observation class was conducted on Monday, August 14th 2023 at 13.40 p.m until 15.00 p.m. Then, the second observation class was conducted on Tuesday, August 15th 2023 at 10.05 a.m until 11.25 a.m. Then, the third observation class was conducted on Wednesday, August 16th 2023 at 08.30 a.m until 10.05 a.m. The observation class used phone to record the learning process in class. It was done directly through face-to-face in the learning. To gain the data, it was to joined learning process in each class and sitting in the

back of the classroom without interacting either with the teacher or students. Then, the reason for choosing this class to be taken for observations were because this class has more students with special needs than other classes with a total of two students, so that the data collected were more accurated.

2. Interview

Interviewing is a method of gathering information through the use of questions and answers conducted face to face between an informant and an interviewer over a long period of time, with or without the use of interview guidelines for research purposes (Bungin, 2007). In this research used interview in collecting data and information about teacher' problems in teaching English with level of CEFR for students with special need at in SMP Al Irsyad Al Islamiyah Purwokerto.

Furthermore, interview is an important way for a researcher to check the accuracy and to confirm or refute impression gained through observation (Fraenkel, 2012). In this research was carried out a semi-structural interview to gather more detailed information from the teacher and to determine the teacher's problems in dealing with students with special needs in learning English. Interview guidelines are use to complete the data from observation and to obtain more detailed data or information (Kunandar, 2008). Direct interviews were used in the instrument where provide fiveteen questions were posed to English teacher. The instrument used in interview were guided by interview' guideline taken from the theory in chapter 2. This interview was conducted around 3 times, as follows: the first interview was conducted on Wednesday, July 26th 2023, at 10.30 a.m. until 12.00 a.m., and used a phone to record the result. Then, the second interview with the English teacher was conducted on Friday, August 4th 2023 at 08.30 a.m until 09.45 a.m. to gain the data. Then, the third interview was conducted on Wednesday, August 30th, 2023, at 13.40 p.m until 15.00 p.m to confirm and clarify the answer.

In this research, the first were coming to SMP Al Irsyad Al Islamiyyah Purwokerto and interacting with the teacher directly. It was done to ask certain information about the teacher' problems in teaching English with level of

CEFR for students with special need at ninth grade in the academic year 2023/2024.

The reason for choosing this type of interview because semi- structural interviews were more flexible and gain the deep information of answers. The participant in this interview was English teacher who teach ninth grade at SMP Al Irsyad Al Islamiyyah Purwokerto. In the interview result, “I” was assigned as the English teacher and “R” was coded for the researcher. To avoid mistakes or forgetting the interview that has been done, the data were taken with a recording device which can make it easier to transcribe the interview results.

3. Documentation

Document is a valuable source of information in qualitative research (Creswell, 2012; p.223). In this study used lesson plan and evaluation test as documentation. Then, it was obtained the data in form of written document that collected from the lesson plan to analyze the learning process and students objective in learning English. The lesson plan and formative assessment was gained from the English teacher on Tuesday, July 18th 2023. Furthermore, lesson plans were used to determine learning objectives and a series of English learning processes in the classroom. Then, formative assessment questions were used in research to determine the differences in questions between students with special needs and regular students given by teachers during the assessment process. Thus, it can be seen to what extent students with special needs can understand the material presented by the teacher. Additionally, photographs of research results also were conducted in the data collection.

E. Data Analysis

The Miles and Huberman model was applied as a data analysis model in this research. Data reduction, data display, and generating or verifying conclusions were three categories of actions in qualitative research results, according to Miles and Huberman (1994), as mentioned in Sugiyono (2013). These were listed below:

1. Data Reduction

In this part, it was described the process of evaluating data by selecting,

focusing, transforming, and simplifying the data. Data reduction steps, as follows:

- a. The first stage was to observe the teaching and learning process in the ninth grade classroom of the SMP Al Irsyad Al Islamiyyah Purwokerto students with special needs. It is accomplished by sitting in on class to observe teaching and learning activities carried out in-person in the classroom.
- b. The next stage was interviewed. Following the completion of the observation, an interview with a teacher was conducted in which a few questions regarding a teaching problem were asked. Then, transcribe the transcription based on interview result. Then, give the codes in the transcripts, the teacher and the problem. R was coded for researcher and I was coded for English teacher.
- c. Then, after obtaining data via observations and interviews, it was discovered that a teacher at SMP Al Irsyad Al Islamiyyah Purwokerto especially in ninth grade was having problems teaching English to students with special needs. Then, mark the information about teacher's problems in teaching English with level of CEFR for students with special need in SMP Al Irsyad Al Islamiyyah Purwokerto

Then attempted to reread and review all of the data in the first step of the data analysis phase in order to gain a better understanding. Data were collected through observation, field notes, interview and observation recorder, lesson plan, and formative test. Then organized the data in a written list after grasping and ensuring related information under study. This phase aimed to make large amounts of data easier to analyze. The goal of data reduction were to make it more clear, understandable, and usable. Then, it labeled or coded the data based on specific criteria like internal and external factors. It was intended to divide specific information required. It then narrowed the criteria down to more specific areas such as problems come from teacher, students, school management, and family environment.

2. Display of Data

A data display is a grouping of facts that have been arranged, so that a conclusion may be made from them (Sugiono, 2009). The writer prepared a report that was logically and systematically understandable by explaining the data presentation from the data reduction result. Numerous methods can be used to present qualitative data, including simple explanations, succinct descriptions, categorization, and more.

Data display steps were explained, as followed: It labeled or coded the data based on specific criteria like internal factor and external factor. It is intended to divide specific information required. Then narrowed the criteria down to more specific areas such as internal factor included problems come from teacher, then external factors included problems come from students, school management, and family environment. In this step used descriptive analysis to interpret all of the data gathered from the study in order to answer the research questions. Descriptive data analysis includes the results of a study, background knowledge, and related theories.

All of the chosen data in this study is presented in narrated or described form. The researcher was present the data regarding the problems that a teacher encounters when teaching English to students with special needs in the ninth grade at SMP Al Irsyad Al Islamiyyah Purwokerto, after which the researcher arranged the facts, describe the situation, or narrate an explanation to draw a conclusion.

3. Conclusion Drawing

The final step is to make conclusions and validate the data after reducing and displaying the acquired data. The final conclusion integrated all of the concepts and information from the research. The purpose of this activity is to evaluate and assess the problems that a teacher encounters when teaching English students with special needs in the ninth grade at SMP Al Irsyad Al Islamiyyah Purwokerto. In order to solve the research problems, the researcher selected the appropriate information. To explain the data, a straightforward explanation is employed. The conclusion was also presented in the form of a

descriptive analysis of teachers' problems in internal and external factors.

To establish the validity and trustworthiness of the research, the researcher used triangulation. It must ensure that the findings and interpretations are correct or believable during the data gathering and analysis processes (Creswell, 2012:259). Triangulation is a method for determining whether or not data is reliable by comparing or verifying it with other data or by removing it from consideration (Moleong, 2000). Data triangulation is already utilized in multiple sectors to improve research findings' conclusions and lower the possibility of incorrect interpretation (Hales, 2010).

This research employs data triangulation to confirm the information obtained from the respondents' interviews and from observations of the scenario throughout the English teaching process in order to determine the teachers' problems that encounter when teaching students with special needs in English at the CEFR level. Based on Denzin in Lexy (2000:178), there were four widely utilized strategies for addressing validity and reliability in qualitative studies. These ways were triangulation by utilizing resources, triangulation by using methods, triangulation by using theories, and triangulation by using investigator.

The triangulation of methods was the triangulation methodology employed in this research which involves gathering related data using many techniques, including interview and observation. This research employed triangulation in this part by comparing the validity of research data from interviews with research data from a different mode of data collection, namely observation and documentation to assess their compatibility. A checklist of every aspect that was noticed in relation to the teachers' problems when teaching English to students with special needs, particularly in inclusive schools, was used to conduct the observation. In the classes, observations were made throughout the lessons. This method made it more obvious the problems that English teachers confront in the teaching and learning process. Avoiding repetition of already completed activity was the key justification for gathering secondary data.

CHAPTER IV FINDINGS AND DISCUSSION

In this chapter was explained about the research findings and discussion with the title “The Teacher’ Problems in Teaching English with Level of CEFR for Students with Special Academic Year 2023/2024. Interviews and observations were used to gather the information and discovered an intriguing phenomenon about English teacher in inclusive schools who teach students with special needs. In this session had the opportunity to observe in class and interview with the English teacher directly in the school. According to the findings of the research revealed that various internal and external factors influence teaching English for students with special needs. After collected the data, it found that the problems in teaching English for students with special needs can be caused by several factors, as follows:

A. Internal Factor (English Teacher)

Teacher play a crucial part in providing inclusive education, because they were the most crucial members of the learning process in inclusive education. When teaching English in inclusive school, there were several obstacles faced by the English teacher and it becomes a problem for teacher in teaching English for students with special needs. Meanwhile, the teacher was a factor that contributes to the problems that arise during the English learning process. The following were the problems that were encountered, include:

1. Time Constraints

One of the challenges teachers encounter in implementing learning in inclusive schools was time constraints, especially those related to the learning process. This has an impact on teacher effectiveness in maximizing the implementation of inclusive education in schools. Problems that arise from time constraints was discussed below:

a. Time Limitations in Providing Special Treatment

Teachers found it challenging to allocated the learning time between students with special needs and other students, because there might be more than one students with special needs in each class, so the teacher was unable to allocated more time to them because other

students also require that time. In the meantime, students with special needs in the inclusion class might not be able to participated in the learning process if they did not have extra time and attention.

This was due to the fact that students with special needs especially slow learners need required more time than other students to comprehend the content that was delivered by the teacher. Therefore, when explaining material to students with special needs, teachers need to give extra time and attention. In the interviewed, the English teacher stated this on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m directly in the school, she said:

I : *“Kaya penjelasannya pun yang 31 lainnya sudah paham, katakanlah yang ini masih butuh pengulangan. Kita butuh membagi waktu tersendiri untuk dia memang, karena butuh pengulangan eee penjelasan yang perlu dua tiga kali, baru dia mulai memahami itu”*.

Based on the results of the interview above, teachers found difficulties during the teaching and learning process in class, where students with special needs required repetition compared to other students. Especially in material related to grammar or new vocabulary, students with special needs require separate treatment and require repetition two to three times to understand the material.

Then, the English teacher was interviewed again on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the School. The teacher said:

I : *“Sama masalahnya ya waktu untuk memberikan treatment. Jadi memang harus ada waktu khusus untuk guru me review materinya. Itu yang memang harus benar benar ada waktu khusus si, tantangannya itu”*.

Based on the result of interview, it found that teachers must explain material to slow learners repeatedly, which takes a long time. This was also supported by observational evidence in Monday, August 14th, 2023 at 13.40 p.m until 15.00 p.m when during the teaching and learning process, the English teacher asks the special needs students

whether they understand or not the material that has been explained earlier. Special needs students answered that they did not understand. Then the teacher explains the material that has been presented previously. The teacher then provides examples of sentences that were easier for special needs students to understand, as well as providing analogies regarding simple use of the simple present tense and present continuous tense. Based in the result of observation above, it can be revealed that the English teacher conveyed the content to students with special needs by repeating the explanation more than once.

Additionally, the teacher frequently had to approaches the students with special needs after completing the explanation of general material. It has been seen on several occasions that after delivering the class on a subject, regular students were invited to complete practice questions or engage in class discussion. The teacher then uses this opportunity to speak with students with special needs students and go over the content once more. This corresponded to one of the learning approaches for a slow learner. According to Williamson and Paul (2012), a slow learner requires three to four repetitions to understand the content. Slow learners, according to Mukunthan (2013), require more intervals, more and additional repetition, and, in most cases, further explanation from teachers in order to succeed.

This was consistent with slow learner students' levels of intelligence or IQ test results, which were closely related to the student's intellectual development. According to Pichla, Gracey, and Currie 2006: 39), slow learner students are among those who experience cognitive weakness (cognitive impairment) based on their intellectual development. Students with cognitive weaknesses require more repetition to learn new skills or knowledge, but they can still learn and participate in public school with the assistance of certain modifications. Students with cognitive weaknesses may have difficulty concentrating and speaking.

This was consistent with the views of Lay Kekeh Marthan Marentek et al. (2007: 49-50), who stated that students are slow learners classified as students with limited cognitive skills because they have an IQ slightly lower than normal children. Slow learners have an IQ range of 70-89. Slow learners can participate in learning programs at regular schools at the basic education level with intensive assistance.

Furthermore, Ana Lisdiana (2012: 1) adds that children who are slow learners face challenges or delays in their mental development. Intellectually students slowlearners less than normal students in their age, and are accompanied by a learning disability or disability and adapt, thus they was requiring special educational services. Slow learners were difficulted to identified because their external appearanced was similar to that of normal students and they can function normally in most situations. Malik, Rehman, and Hanif (2012: 136) explain several learning problems for slow learners, including having a slower learning speed than peers in class, requiring more stimulation to complete simple tasks, and having difficulty adapting in class.

Based on the given description, it can be inferred that the student was a slow learner, experiencing mental developmental delays and limited learning and adjustment abilities due to his slightly below average IQ (between 70 and 89). As a result, completing academic and non-academic tasks takes longer than expected, Thus, naturally, if the teacher has to explain the material several times and requires more time.

b. Limited Time to Prepare A Special Lesson Plan

The English teacher utilized the same curriculum and lesson plan for students for teaching in inclusive classroom. She only made changes to the main activities and the assessment method used for assessing students with special needs.

In the interview, the English teacher stated this issues on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school.

The teacher said :

I: *“Kita kan tau ya mbak disini kita sampai sore, nah kalau untuk sore saya udah ngga kuat, mood saya udah nggak bagus, kasian juga anaknya udah capek itu pertimbangan saya. Jadi eee treatment saya, kalau nggak begitu sedang pelajaran saya dekati khusus, setelah yang lain sudah saya arahkan untuk mengerjakan penguatan...sesi penguatan. Tapi kalau untuk ditanya lesson plannya apakah beda, itu sama. Secara administrasinya ya, tapi kalo untuk eksekusinya tetep beda karena assessmentnya beda. Dan biasanya assessment itu saya bedakan, lesson plan jadi satu”*.

Based on the results of the interview above, it was found that the teacher did not make a special lesson plan for students with special needs in the teaching and learning process in class, so both students with special needs and regular students used the same lesson plan based on the curriculum implemented at school. However, apart from that, the teacher added that there were still differenced in treatment, such as provided special time between lessons for students with special needs, and prepared different assessments for students with special needs.

In the learning process by the teacher in the learning for students with special needs was prepared materials and methods before teaching. In fact, the process of teaching English, especially for students with special needs, teachers must maximize the preparation of materials and methods carefully. According to Thomson (2012), the teacher plans materials and methods before delivering the material by considering the needs of students with special needs. Preparation of materials and methods including formulating learning objectives, making lesson plans, preparing tools and learning support materials, determining teaching and learning activities and so on.

From the results of observations from the first meeting to the third meeting, teacher applied this procedure in teaching English. English teacher prepares material by providing sheets containing material and

questions combined with pictures which can be called leaflets. As stated by Mulyasa (2006), teaching materials for the deaf students in the form of printed teaching materials in the form of hand outs, books, modules, brochures and leaflets.

In addition, when classroom observations were conducted on two times include Monday, August 14th 2023 and Tuesday, August 14th 2023 the same thing was discovered: the English teacher used the same lesson plan while teaching the class; the only difference was in how the teacher provided treatment; no different lesson plan was created. This was in opposition to Kustawan's (2018) concept, which states that lesson plans and syllabi are created with reference to topic standards in order to prepare teachers. Muhammad (2013) also notes that part of a teacher's preparation involves creating lesson plans and a syllabus based on the learning strategy or approach that was applied during the teaching and learning process.

In conclusion, although English teacher' busy schedules and lack of time prevent them, she have to create and use special syllabus and lesson plans in teaching English for students with special need in inclusive classroom. This was consistent with the research by Forlin and Chambers (2011) also clarify that the school needs to provide special administration in order to implement inclusive education. As a result, special syllabus and lesson plans were important in supported the learning process of slow learners. Therefore, slow learners could gain the knowledge and learning experiences which suitable for their ability and it challenging for teachers to maximize the cognitive learning potential of students with special needs

2. Lack of Teacher Competence

Teacher qualifications not from special education graduates also have an impact on teacher' lack of ability to provide services to students with special needs, for example teacher' difficulties in maximizing teaching and learning activities in inclusive classes.

a. There is No Inclusion Training for Subject Teacher

Implementing inclusive school requires careful planning in order for the learning process to go smoothly. Aside from that, teacher competence in managing inclusive school must also be considered in order to optimize the teaching and learning process. Meanwhile, in practice, it was found that special training related to students with special needs did not involve subject teachers, especially English teacher. Subject teachers have not gotten any formal training. Instead, they simply get guidance and counselling teachers' instructions regarding how to deal students with special needs.

In this situation, it was discovered that there was no special needs training for subject teachers. When the English teacher was being interviewed on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m directly in the school and the teacher said:

I : *“Kalau itu pelatihannya lebih ke guru BK. Nah nanti dari guru BK itu biasanya koordinasi dengan walas. Nah dari walas nanti menyampaikan ke guru mapel kaya gitu”*.

Based on the findings of the interview, it can be seen that training regarding students with special needs was only gave directly to guidance and counselling teachers. The guidance and counselling teacher then relays it to the homeroom teacher, and after that it was conveyed to the subject teacher. Additionally, English teacher also said:

I : *“Jadi nggak langsung semuanya dilatih gitu. Secara langsung tuh nggak. dari BK seperti ini, tapi kalau rapat general sih pasti di ulas terkait pelayanan kita terhadap semua siswa”*.

Based on the findings of the interview, it was found that training regarding students with special needs in inclusive schools was not directly given to subject teacher, but was given to guidance and counseling teachers. Although on the other hand, teacher services was reviewed at a general meeting held by the school.

Another factor that influences teacher' problems were the knowledge they have about students with special needs which was

developed through the training that they receive. This factor was regarded as significant in influencing teachers' difficulties in implementing inclusion policies. It was difficult to include students with special needs in regular classes unless there was a plan established to provide teachers with special education training. Furthermore, based on the findings above, it was established that there was no special needs training for subject teachers, so that subject teachers especially English teacher has not been directly equipped with the competence to teach students with special needs and they only receive direction or assistance from counseling teachers.

Therefore, this was deemed inappropriate because subject teachers certainly have direct interaction with students with special needs in the teaching and learning process. Meanwhile, each student with special needs requires different treatment and tendencies. Furthermore, if the subject teacher has never received direct training regarding inclusion, has never taught students with special needs, does not understand the various types of categories of students with special needs, the teacher was faced difficulties and have an impact on classroom management and the teaching and learning process in inclusive school. It was in line with the research by Novianti, et al., (2022) stated that they also have difficulty in handling students with special needs in inclusive schools.

Additionally, Daniella (2015) asserts that teachers must be aware of the various learning styles of students with special needs, as well as how they affect a person's ability to learn. Teachers who help students comprehend and explore differences contribute to the development of an educational environment that fosters empathy for all individuals. It would be tough for a teacher who had not had sufficient training and instruction on how to handle students and teach them properly.

Beside that, inadequate knowledge about students with special needs will lead to inaccurate perceptions, leading to negative attitudes

towards students with special needs. So, it was necessary to conduct training, workshops, and seminars for subject teachers who have not received previous training related to the concept of inclusive education. It was supported with the research by Anthony & Yasin (2019) stated that the teachers with experience attending training have more readiness to handle special needs with higher inclusion indexes. Additionally, it was in line with the research by Wahyudi, & Rugaiyah (2019) stated that the readiness indicates that the training activities impact teachers to apply the principles of inclusive education in the learning process in the classroom.

Therefore, in this case, it was possible to conclude that the English teacher lacked the necessary training to teach students with special needs. They only rely on their previous experienced when instructing students for the first time till now and also only rely on guidance from the guidance counsellor or homeroom teacher

b. Lack of Expertise in Teaching Students with Special Needs

It was felt that initial teacher training was lacking in the area of inclusive classrooms and this was said to be the case major implications for inclusive educational practices in the classroom. Lack of progress in formal implementation Individualized Education Plans (IEP) were reported and these were attributed to deficiencies structured training and ongoing supervision. English teacher was said that the new teachers experienced difficulties and felt it confusion in teaching English for students with special needs. In the end, the teacher will teach using direction from the homeroom teacher, guesswork and her previous experience.

English teacher said that the new teacher in this school was shocked when she teaching at the class for the first time. She said:

I: *“Kadang kan ada guru baru ya, kalau guru baru kan biasanya kaget, nanti akan menyampaikan ke walas otomatis kan. Usth ini si kenapa ya disuruh ini nggak mau, suruh maju nggak mau, suruh nulis nggak pernah mau, ini kenapa usth?”*

Based on the interview above, it found that the new teacher was shocked in the first teaching students with special need Because the student refuses to obey the teacher's instructions, so the teacher was confused to dealing with the students and eventually consults with the class teacher.

In relation to the implementation of teachers in inclusion programs, a hypothesis about contacted with students who have special needs stated that the longer teachers have had contacted with students who have special needs, the closer they were and the better they understand students with special needs, and the fewer challenges they faced. But if the teacher has never worked directly with students who have special needs, this was presented challenges of its own, particularly if the teacher has never taken part in inclusive education training.

Moreover, it can be challenging to run a class with an inclusion system. Up until now, the challenges that schools frequently encountered were the lack of teachers with the necessary expertised in their disciplines and teacher's poor capacity to oversee instruction. As a result, teachers encounter many obstacles in managing inclusive education and learning environments.

Furthermore, based on the finding above, the English teacher must have various ways for dealing with the students with special needs, especially to control the classroom, an inclusive school teacher must also be able to manage learning and comprehend students with a variety of differences. As a result, inclusive schools need teachers who were competent in their field and capable of providing the best care possible for students with special needs.

It was impossible to do so without prior information about those students. Without proper background knowledge about students with special needs, it creates problems which was reflected in students' performance. Continued poor performance among students with special

needs as a result of instructors' inadequate teaching skills and abilities leads to low enrolment in schools. As a result, a lack of proper teacher preparation to handle both impaired and non-disabled students in the same class has a detrimental impact on the success of inclusive education.

The results of this study align with Wanjohi's (2013) assertion that a majority of teachers lack sufficient training to effectively manage both students with special needs with normal students in one classroom. As a result, studying and training were required for a teacher to instruct the students. It was important to carry out this activity on an ongoing basis considered that teacher did not have a special needs background. Thus, it needs to be given detailed and continuous direction and more importantly gave gradually until the teacher really understand. This was supported with the general guidelines for implementing inclusive education that educators and education staff in educational units providing inclusive education were required to have learning competencies for students in general and students with special needs.

B. External Factors

External factors were factors that come from outside, these factors can be problems from students, school management, and the family environment.

1. Problem from Students

Students with special needs were students who have physical and mental limitations. Therefore, they require extra attention, because they were not like other students. Managing students with special needs requires special treatment to handle them as well as collaboration with various parties. Therefore, problems in the teaching and learning process which come from students with special need, as follows:

a. Difficulties in the Learning Process

Special needs students' difficulties in the learning process were due to the academic abilities of students with special needs being far behind those of regular students, so many adjustments need to be

made. The following problems were encountered:

1) Difficulties in Classroom Management

Classroom management was one of the most important components of the learning process; without it, class efficacy might be reduced and even no advances in information transfer can be accomplished. Meanwhile, students with special needs were exceedingly challenging to manage in the classroom. Then, the English teacher was interviewed on Wednesday, August 30th, 2023, at 13.40 p.m until 15.00 p.m at the school. The teacher said :

I : *“Kalau zhalfa nggak, tapi kalau syauqi memang nggak keluar kelas, tapi melipir ke jendela, ngelongok ke jendela dulu kaya gini. Walaupun ada gurunya di depan kaya gitu, ngeliatin ke pemandangan belakang”*

Based on the results of the interview above, it was found that students with special needs feel happy with themselves and they found it difficult to control their behaviour and actions, such as looking out the window and seeing the view during the teaching and learning process in class.

Class management activities include class discipline. Thus, managing a class entails more than just disciplining the class. Student management, infrastructure, classroom design, seating arrangements, and learning management, which includes the selection of methods, learning resources, and learning media, were all part of managing a class. According to Erwin Wideasworo's (2018) research, "classroom management aims to ensure that every students in the class can work in an orderly manner so that learning objectives are accomplished effectively and efficiently."

The teacher optimizes the classroom situation during the learning process for students with special needs. The teacher must maximize the conduciveness and improve the classroom environment when teaching English, especially to students with special needs. Thomson (2012) claims that the focus of students with special needs

on the teacher's explanation in front of the class requires an emphasis on optimizing the class situation. Teacher used this procedure in teaching English based on observations from the first meeting to the third meeting.

Furthermore, based on the findings above, managing students with special needs in the classroom can be challenging, especially to make sure that special needs students can follow a structured learning process in the classroom. A study by Jumadiyono (2018, p. 69) supports this by showing that it was acknowledged that students frequently experience minor disruptions during teaching and learning activities, even though these are straightforward issues that stem from more fundamental problems such as from their peers.

Beside that, this was supported by observational evidence on Wednesday, August 16th 2023 at 08.30 a.m until 10.05 a.m., found that a variety of characteristics among the students in the class presents challenges for teachers in terms of classroom management. Some students with special needs were passive during the English language learning process and need the teacher to give them extra attention and suddenly, student with special needs from another class ran into the classroom and approached the aid teacher. The homeroom teacher then approached the students and took her back to her class. This was caused class management to be less effective and the learning process becomes hampered.

Thus, to improve the learning process, the teacher class always calls on students with special needs, ordering them to repeat words or material in front of them and rewarding students with special needs if their answers were corrected. The teacher also made the most of existing objects/tools, such as in the learning material "things in the classroom" by showing the object and explaining it in English, which helped students remembered what the object means.

Aside from that, the teacher always provides attention interaction while working on and delivering material to students with special needs. The teacher also incorporates a little humor into the learning process, and students with special needs also laugh a little. From this, it can be seen that optimizing a conducive environment was very useful in assisting teachers in conveying subject matter and students in understanding the topic of material.

Then, it can be concluded that the teacher plays a significant role in classroom management because the teacher was the person in charge of learning activities in the classroom. According to Zainal Aqib in Erwin Widiasworo, the teacher was the central focus and source of learning activities. As a result, the teacher must be innovative and proactive in managing the class because she was the one who was intimately familiar with the situation and conditions of the class, particularly the situation of students from diverse backgrounds.

2) Students' Low Concentration

The English teacher acknowledged how challenging it was to maintain students' concentration throughout the entire teaching and learning process. When the English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m in the school. The teacher said:

I : *“Kalaupun dia fokus ndengerin, paling ya berapa persen. Katakanlah, 50 persen pun itu udah luar biasa. Apalagi yang tipikalnya Kaylani, Rafi nggak nyampe 50 persen. Paling ya 30 lah 30 40 persen nangkepnya”*.

According to the interview results, the level of concentrate of students with special needs in grasping material concepts was only approximately 50%, although some students with special needs may be less than that. This was in line with the research by Efendi (2006: 98) stated that one of the characteristics of students with special needs was having difficulty in concentration. As a result, students with

special needs have a lower understanding of the topic than students in general. Then, the teacher also said:

I: *“Kadang fokus mereka kan nggak ini ya, sibuk ambisi pribadi gitu lah istilahnya. Ada sesuatu yang membuat dia lebih eee apa ya lebih interact atau lebih membutuhkan fokus dia, akhirnya penjelasan guru nggak nangkep”*.

Based on the results of the interview above, it was found that students with special needs have difficulty concentrating on learning because they have their own busy schedules which divert their focus when studying in class. This was related with the research by Apriyanto (2012: 34), stated that students with special needs frequently struggle to concentrate. It was difficult to think. As a result, it has an impact on students with special needs' understanding of the content explained by the teacher.

One type of students with special needs was the slow learner, so that teaching English to students with special needs presented certain challenges, one of them was difficulty in concentrating. This was supported with the study from Wahyuningsih (2018), p. 74), which found that slow learners frequently drool or spit out saliva, lack coordination in their actions, and less concentration in the learning process. Brain abnormalities affect the cognitive ability and intellect of slow learners, and it leading to easily distracted concentration. Therefore, students with special needs oftentimes struggle to understand the content of material or miss entirely. Additionally, several studies from Efendi (2006: 98) and Apriyanto (2012: 34) also mention that students with special needs tend to have difficulty in concentrating and they have difficulty to think.

3) Difficult to Comprehend the Content

In the learning process at SMP Al Irsyad Al Islamiyyah Purwokerto using an inclusive class setting that combines normal students and students with special needs in one class at the same time. In this case, it was discovered that the difficulty in explaining the

content when teaching English for students with special needs. When the English teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said:

I : *“Nah, kita pilih bahasa yang misal apersepsinya ada masalah ini, ya kan, dia nggak ke bahasa itu nggak nyampe”*.

Then, teacher said:

I : *“Kalau udah masuk grammar, nah itu grammar sama vocabulary yang baru dari teknologi terus eee sosial budaya, itu biasanya mereka awam, gitu. Khususnya kalau grammar ya pasti butuh tantangan tersendiri”*.

It was determined from the interview that the English teacher experienced a problem since the teacher found that students with special needs difficult to understand the content of material.

English teacher taught the inclusive class for average IQ level students, but the students with special need especially slow learner cannot match up with the average teaching process because of the complexity of the subject. The teacher explained that she needed to spend extra time in explaining the content or lesson since some of the students with special needs could not grasp what she was teaching. Therefore, teaching English as a foreign language to students with special needs was more complex than normal students. This was supported with the research by Nurcahyo (2013, p. 7) states that teaching students with special needs was very difficult because of the differences in disability that each student has.

It was shown in the observation in class that students with special needs struggled to understand the lesson as well as average students. Students seems confused and passive. This was corroborated by a study by Bawa and Osei (in Dalilan, Sartika, Lerstari 2021, p. 11) which found that students with special needs had low participation in English classes. They were either resting on the ground or fidgeting and acting impulsively because they were not paying attention.

Based on the interview and observation result, it concludes that the learning difficulties experienced by students with special needs were caused by their inhibited intellectual function. The learning that was done in order to overcome the aforementioned problems was to create a conducive and fun learning environment. The subject matter was kept simple and was repeated continuously. Aside from that, teachers must be innovative and use certain techniques when presenting learning activities in class, for instance in abstract thinking difficulties in students with special needs can be reduced in learning by using concrete objects or props.

The procedures used in the learning process were delivered and teaching materials. According to Thomson (2012), the teachers convey the lessons while instructing using analogy or showing an image to teach students with special needs. Visual media play an important role in learning English for students with special needs. Visualizing and creating other sensory images is another strategy that further supports text comprehension and maintains concentration (Gardner, 1983).

Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. In learning in the picture, English teacher was used to focus more on understanding verbs and their meanings, so that it makes it easier for students with special needs to understand and memorize what was meant. Teacher provided pictures related to the material "describing an image, present tense, and present continuous tense". It was in line with the research Gulati (2016), stated that picture is a tool that can be used by students with special needs to visualize everything and can be used to modify material. So, teacher uses pictures to support the process of learning English for students with special needs.

b. Students' Characteristics

The teacher's role in developing student character was more complex than simply teaching. The role of an educator was a big responsibility, because apart from being required to master the subject matter, teachers were also required to pay attention to and teach good attitudes, character and morals to students. The following were some of the student' character problems that arised in learning English, included:

1) Students Passivity

The English teacher mentioned that students with special needs in the class refused to give responses and participate in some of the class activities. This can be deduced from the English teacher's statement on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m in the school and the teacher said:

I : *“Ketika disuguhi eee pelajaran, dia belum mau yang terlibat menulis, kaya gitu tuh belum. Terus untuk menyampaikan pendapatnya ya apalagi, gitu. Ketika ustadzahnya minta untuk terlibat untuk ini coba sebutkan ini, itu aja dia masih males untuk mikir. Belum mau yang menunjukkan, aku bisa pelajaran ini, tuh belum kaya gitu”*.

Based on the results of the interview above, it was found that students with special needs tend to be passive in the teaching and learning process in class. This was shown by the behaviour of students who were reluctant to participated and reluctant to carried out activities like students in general.

Then, the English teacher also said that students with special needs' refusal to try to improve themselves was a challenge for her, as she has to ensure that the students have understood a lesson before proceeding to the next topic or lesson. The teacher mentioned that on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m in the school and the teacher said:

I : *“Kalau sudah merasa sulit apalagi, biasanya ya eee apa ya? bukan menyerah, tapi mungkin menunjukkan sikap yang pasif gitu. Nah, disini tantangan guru bagaimana tetap meraih perhatian dia”*.

Based on the interview results above, it can be found that students with special needs tend to be passive, especially when they encounter or experience difficulties when participating English learning in class.

These types of problems have to do with students' learning abilities. It was shown that teachers have challenges when students with special needs were reluctant to participated in class activities. The study on hurdles in teaching students with literacy and numeracy problems also discovered challenges related to external factors, such as students' academic performance and engagement in classroom activities (Mumpuniarti, 2017).

This was supported with the observation class on Monday, August 14th 2023 at 13.40 p.m until 15.00 p.m., when English teacher engaged students to be active in learning activities by asked questions and pointed the students' names. However, students with special needs felt embarrassed about interacting in question and answer sessions in class. In this situation, it was discovered that students tend to be passive when teaching English for students with special needs.

Furthermore, this was consistent with the research of Sundari et al. (2017) who explains there are a variety of interaction patterns between teacher and students in learning activities. Such as the teachers ask something, then the students will answer immediately, or the teachers give questions or problems to solve, then the students hold a small discussion or the teacher gives assignments to students or do something in front of the class and other students give responses.

Therefore, teachers can teach effectively if they were able to respond to the various needed of students with special needs, which can be accomplished by implementing various types of learning strategies. This was consistent with the research of Davies (2004), stated that students' learning motivation will be increased if strategy learning was varied and able to meet various student learning styles

with special needs. Aside from that, teachers must consider the advantages and disadvantages of the learning strategies used in class.

2) Students' Less Confidence

When the English teacher was being interviewed, the teacher brought up this issue. The English teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said :

I : *“Dan yang tidak kalah penting biasanya yang dia benar-bener takut di cemooh, takut di tertawakan. Itu sebenarnya juga kendala banget mbak. Jadi kita bagaimana bisa memotivasi dia, meyakinkan dia itu susah banget, berat itu jujur. Bagaimana meyakinkan dia bahwa dia itu sama dengan yang lain, dia itu bisa loh seperti yang lain gitu. Itu juga termasuk kendalanya”*.

Based on the results of the interview above, it was found that students with special needs have less self-confidence because they were fearful of making mistakes, being criticized, and being laughed at by their peers when speaking in English. This becomes an obstacle for teachers in increasing their self-confidence to participate in English learning.

According to the findings of the interview, students with special needs tend to appear ashamed in class, as evidenced by their low voices, as they were terrified of making errors or being laughed at. As a result, students require assistance in improving their self-confidence in order to speak in front of the class, and one way was to be accompanied by a peer tutor. This was supported with the observation class on Tuesday, August 15th 2023 at 10.05 a.m until 11.25 a.m when the English teacher appointed some students with soecial nneed to present the results of their work. The students presented in a small voice and still looked embarrassed.

But beside that, in the observation class in the same time, it found that the English teacher provided positive feedback and reinforcement verbally by stating "nah good, betul... awesome", "alright, oke good", ". Additionally, observation class on Monday,

August 14th, 2023 at 13.40 p.m until 15.00 p.m which the teacher awarding extra or bonus points, and clapping power. This strategy was intended to boost the self-confidence of students with special needs in their classroom learning.

This was done because students with special needs were sometimes embarrassed to be mistaken for mainstream classmates. Most of them feel different from their peers, which caused a lack of confidence. Additionally, they experience this because they feel distinct among the students. Low self-confidence and loneliness resulted from it (Bullock, 1992). This of course has a negative impact which it limits their ability to maximize their learning outcomes especially for those with special needs as stated in the interview evidence.

As a result, teachers must devise distinctive approaches for boosting students' confidence. This was in line with Ruhela's (2014) assertion that teachers' positive responses can help students positive conduct continue and even get better. Therefore, teacher must constantly provide students more attention and explore for different ways to boost their self-confidence. In summary, words of encouragement and positive reinforcement can help students with special needs become more confident and achieve at their best.

3) Difficult to Control Students Mood

The personality of students with special needs was very different from students in general. Then, the English teacher asserted that found challenging to manage the students' mood when teaching English for students with special needs. Then, the English teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said :

I : "Memang dia moody lagi, memang mungkin dari rumah udah ada problem sampai ke sekolah uring uringan, itu biasanya memang kita harus nunggu moodnya dia. Dan karena kalau kita paksakan enggak jalan. Dia malah berontak,

akhirnya dia mutung, gitu mutung sekalian. Nah, jadi kita nunggu moodnya dia bener-bener oke”.

Based on the results of the interview above, it was known that students with special needs usually experience an unstable mood, if the teacher forces students to take part in learning, the students will actually sulk and rebel. So the teacher has to wait until he was in a good mood again.

The English teacher was interviewed again on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m directly in the school to gain the deep information and the teacher said:

I : “Moody, anaknya sangat moody. Terus pokoknya kalau dia lagi nggak mau, ya nggak. Kalau dia lagi pengennya itu ya itu, kaya gitu. Kebanyakan kalau saya perhatikan di dalam kelas ya, bukan hanya di mapel saya saja”.

It was discovered that some students with special needs tend dislike following rules and have a tendency to be emotionally unstable. This was related with the research by Rochyadi (2005: 24-29), stated that students with special needs also struggle with controlling their emotions because of the brain cannot function properly. Therefore, they did whatever they wanted and did not want to engage in the learning process in general.

The personality of students with special needs was different from the personality of students in general. Their personalities were immature and tend to be easily shaken. This was supported with the research by Rochyadi (2005: 24-29) which stated that low awareness and intelligence abilities in students with special needs made it difficult for them to think rationally. That was why they struggle with impulse control. Students with special needs have a tendency to always satisfied their temporary desires without considering the consequences that must be borned later.

Furthermore, it becomes the teacher's challenge when teaching English to students with special needs since her students always

complain that they were not in a good mood or they dislike the subject. They will be enraged if teachers try to force them to study. According to Handayani's (2015 in Sudinia, 2017:6) study, the characteristics of students with special needs are their ability to learn language or even speak is low, and they cannot manage themselves. Furthermore, the majority of students with special needs were emotionally unstable. They frequently have a happy mood followed by a bad mood. This circumstance will degrade the classroom atmosphere and environment for students.

According to Reiss et al. (Suharmini, 2009: 88) said that students with special needs frequently experience emotional disturbances and problems with emotional development as a result of their low abilities. Emotional behaviour that was often shown was aggressive, both verbal and performance, angry (sometimes explosive), withdrawal, afraid, anxious, cold, impulsive, presumptuous and destructive. Students with special needs have immature emotions, which can be seen as clearly visible, easily influenced, sensitive, and sometimes explosive (Suharmini, 2009: 88).

It was possible to conclude that the personality problems experienced by students with special needs were caused by low intellectual abilities, causing emotional management in students with special needs to experience disruptions. Because they were unable to control their emotions, their personal development was hampered. The implication in learning was the teacher created an environment in which students with special needs can be accepted alongside other students. Teachers can also help students develop their personalities by teaching them how to manage their emotions.

c. Students' Academic Performance

1) A Lack of Speaking Ability

The next problem was a lack of speaking abilities. It showed that the students with special needs were having trouble in speaking.

Speaking ability is one of the skills in English that must be mastered for students with special needs. It is related with the research by Dwinalida (2023) revealed that learners would need to perform both academically and professionally in terms of content and skill development. The students' speaking constraints included poor pronunciation and a lack of awareness of English speaking standards.

The English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m and the teacher mention that:

I : *“Nah, biasanya kan anak seperti itu kan speakingnya mohon maaf belum begitu sempurna. Untuk percaya diri aja, kita harus push, ya kan”*.

Based on the results of the interview above, it was found that students experienced difficulties in speaking English, especially related to their confidence in perform speaking English. Additionally, this was supported by the results of observations class on Tuesday, August 15th at 10.05 a.m until 11.25 a.m where found that when one of the students with special needs spoke English to present the results of his dialogue with his friends, his voice volume was very low and he looked embarrassed.

This was supported by the results of observations in class on Tuesday, August 15th at 13.40 p.m. until 15.00 p.m. where found that when the English teacher asked “what is the translation for the word *ayah* in English?”. Then, special needs students look confused, silent, and unable to answer. Then other students help answer the teacher's questions. This shows that special needs students have limited vocabulary, which results in difficulty in translating a word in Indonesian into English, so it has an impact on their ability to speak English. Besides that, the English teacher also added that :

I : *“Untuk speakingnya ya itu butuh waktu lama untuk menghafal, kecuali metodenya dengan reading aloud gitu. Untuk pronouncationnya masih butuh banyak ini lah”*.

Based on the statement above, it can be concluded that students with special needs experience difficulties in speaking English,

especially in pronunciation and memorizing material. So it becomes a problem for English teachers in teaching students the ability to speak English. This was in line with the study of Choiri & Yusuf (2009) stated that when educating special needs students, subject matter that must be learned by rote takes a long time, and it might be challenging for the teacher to ensure that the students pronounce words correctly.

Therefore, the main topic that should be emphasized in English lessons for students with special needs was vocabulary. Considering that, based on the results of the interviews and observations above, limited vocabulary was an obstacle that influences their ability to speak English. It was because they had more difficult cognitive ability than the other students. It was related to the expert theories from Nijland, Meer, and Onderwater (2018 p. 10) indicated that process of learning language by mild intellectual disability confront delays. So, slow learners found it difficult to say the words or speak up on their own since students with special needs frequently exhibit considerable delays in phoneme production.

2) Lack of Reading and Writing Ability

The next problem was a lack of reading and writing skills. Reading was an ability that all students should have because it was how individuals receive information from written sources. Furthermore, teaching students to write in English that is accurate, understandable, appropriate, and fluent is the goal of language teaching of English teacher (Ma'rufah, 2021). Teacher get a challenging task when it comes to teaching students with special needs to read and write, especially when it relates to English.

According to observational data, reading and teaching English vocabularies to students with special needs in English class was done through pictures, but it was not as simple as preparing a regular student. When students learnt the terms, they connected them with photographs, real-world items, or the translation from teachers in the

class. Additionally, they could not entirely comprehend what they were reading because the majority of them did not really comprehend what they were reading. So, teacher have to explained the text for helping the students with special needs.

The English teacher was interviewed again on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m directly in the school to check or to gain the deep information and the result as follows:

I : *“Kadang bahasa kita secara general, mereka pun masih susah. Heeh kaya kemarin itu terjadi juga, itu masih kosakata mbak. Jadi kosakatanya itu godarullah adjective ya, karena udah describing an image itu, ada attractive, do, happy dan sebagainya. Dan ternyata mereka itu belum paham artinya, dan kalau kita langsung paksa mereka untuk mencoba, kan kasihan juga”*.

Based on the results of the interview above, it was found that students with special needs experience problems in their reading skills, especially when understanding vocabulary in reading. This was consistent with the findings of Espin and Deno's research (mentioned in Smith, 2009: 120) that students with special needs found it difficult to obtain information easily related to the main problem, possibly because they do not understand the meaning of reading or lessons.

When reading in English, students with intellectual disabilities had a restricted vocabulary, grammatical knowledge, and the ability to use context. It happened not only when reading but also while writing. When teacher asked students with special needs to wrote the words, students with special needs found it difficult and it was eventually possible if the teacher wrote it in their book.

I : *“Tapi kalau untuk grammar si biasanya saya kasih yang bener-bener paling basic. Kalau kalau misal bicara simple present ya yang penting subject I, you, they, we, he, she, it itu udah bisa membedakan gitu aja. Kalau negative ya udah dikasih doesn't atau don't untuk subject pembeda subject ini sama subject ini itu kata kerjanya dimana. Itu kalau mereka dah bisa menggunakan itu udah luar biasa banget”*.

Based on the results of the interview above, it was found that students with special needs experience difficulties in using grammar

in English. This was in line with the research by the research on the language skills of students with special needs using the ITPA (Illinois Test of Psycholinguistic Abilities) by Robert Ingall (1987, in Rochyadi, 2005: 23) stated that students with special needs have specific challenges when it comes to learning grammar. So, this has an impact for students with special needs especially in language skill, and it becomes a problem for teachers to ensure students with special need understand the correct use of grammar in English.

This was supported with the observation class on Tuesday, August 15th at 10.05 a.m until 11.25 when after reviewing the material concerning the present tense, the teacher instructed the students to read the text in the book and answer the practice questions below. After a few minutes, the teacher then addressed the students with special needs and asked about the problems they were encountering. The teacher then assisted in explaining the reading and the use of grammar in the text using simple analogies. When students struggle to wrote answers, the teacher used dictation to assisted them in answered the questions in English.

The English teacher was interviewed again on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m to gain the data and the teacher said:

I : *“Iya apalagi yang special need. Dia lagi mencerna itu si kata apa? terus dia mencerna lagi tulisannya si gimana”*.

Based on the results of the interview above, it was discovered that students with special needs have difficulties with their reading abilities, specifically when they have difficulty grasping the meaning of the vocabulary in the reading. Furthermore, students with special needs have difficulties writing certain words, so this results in their writing skills being low. This was related with Robert Ingall (1987, in Rochyadi, 2005: 23) conducted research on the language skills of students with special needs using the ITPA (Illinois Test of Psycholinguistic Abilities). The findings indicated that these students

were unable to use compound sentences and will instead use a lot of single sentences.

According to the findings of the study, students with special needs have difficulty describing their thoughts into words. They were having difficulty not only writing but also interpreting the letters. This finding was supported research by Pranata (2011, p. 2) which claimed that students with special needs, in this case slow learners, have low academic abilities, which affects their capacity to learned and gain information through reading and writing.

Students write their opinions orally in their mother tongue based on observation data. They were still unaware of the significance of planning, composing, and editing in the writing process. Meanwhile, students with special need in reading ability require more time to read and comprehend English content.

Students in everywhere and learning any language go through the same stages and processes. The difference between normal children and students with special needs was the amount of vocabulary and development achieved. This was supported by the research on the language skills of students with special needs using the ITPA (Illinois Test of Psycholinguistic Abilities) developed by Robert Ingall (1987, in Rochyadi, 2005: 23), stated that students with special needs acquire basic language skills at the same measure as other students. Aside from that, the study mentions that the speed of students with special needs in obtaining was much slower than that of normal students.

It can be concluded that students with special needs learn language skills in the same way that other students do. However, because they have limited intellectual abilities, their development cannot be as optimal as that of normal students. The teacher should consider the use of language when teaching. Teachers should use simple single sentences to help students absorb information.

d. Lack of Interaction between Students on a Social Level

The social interaction of students with special needs at junior high school level was not good, so it was somewhat influential. If they were grouped with students who were not liked. The English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m directly in the school to check or to gain the deep information and the teacher said:

I : *“Kalau ada yang bersama kelompoknya dia nggak suka, gak bakalan mau, ya tetep milih sendiri. Nggak mau ikut”*.

Based on the results of the interviews above, it was found that students with special needs have difficulty associating with their peers because they tend to be picky and will not want to be included in a group they do not like. This was in line with the research by Efendi (2006: 98) stated that in general, one of the characteristics of students with special needs is a lack of socializing abilities. Therefore, students with special needs found it difficult to work together with other friends in class and prefer to be alone, because they tend to have difficulty socializing.

Then, English teacher also said :

I : *“Tapi kalau si Zhalfa kan, iya kalau dia lagi seneng ada kelompoknya sama itu, kalau nggak kan udah ngambek total, cuma jadi kaya distractor, pengganggu malah gitu”*.

Based on the results of the interview above, it was found that one of the students with special needs tends to get angry when placed in a group that she dislikes, and if the teacher forces her, she becomes a a destroyer in his group.

Support for inclusive education was needed from the surrounding community. Without support from the surrounding environment, especially from the school community, the implementation of inclusive education will not be carried out well. The concept of community involvement relates to Vigotsky's theory in Ni'matuzahroh, which holds that students with special needs develop best when their social environments support their needs. This viewpoint was consistent with the

ecological theory of Bronfenbrenner in Ni'matuzahroh, which holds that peers in particular have a significant impact on the social environment that develops students with special needs.

Additionally, students with special needs were more sensitive and very picky about friends. This was in line with the research from Rosdiana (in David 2018, p.2), disabled students were more sensitive to normal students. Thus, students with special needs' interactions with all students were hampered by their attitudes not being compatible with some other students.

Furthermore, they won't be able to work together on an appropriate activity, even if they do engage with other regular students. Thus, the interaction between students on a social level have to be encouraged in a way the English teacher used a peer tutor to facilitate interaction about them. To determine who was willing to become a peer tutor, teacher must monitor the closeness between students with special needs and their classmates. This was consistent with Ali et al. (2015) research, which indicates that adding peer tutors allows students to learn from one other by utilizing their expertise. Rather than typical instruction, it allowed students to gain more practice.

Based on the research of Kirk & Gallagher (mentioned in Suharmini, 2009: 89), stated that students with special needs experience a deficit in adaptive behavior, this caused students with special needs to experience problems in self-adjustment and social adjustment. Although students with special needs have a need for social relationships like normal students, students with special needs experience difficulties and often fail in social adjustment (Reiss, et. al in Suharmini, 2009: 89). As a result of this failure in social adjustment, according to Efendi (2009: 103), feelings of frustration will arise, from these feelings of frustration, deviant behaviour will appear as a reaction to self defence mechanisms and as a form of maladjusted adjustment.

It was possible to conclude that the social obstacles experienced by students with special needs were created by cognitive hurdles, which cause them difficulties understanding and behaving in accordance with social standards. As a result, they found it difficult to socialize regularly. The result of these learning challenges was the development of health interactions between students with special needs and regular students. Students with special needs learn to socialize inclusively in the classroom. This not only help special needs students become used to socializing, but it can also help them develop empathy and respect for other students.

2. School Management

The success of implementing inclusive schools was influenced by the success of various components and all parties involved. This was in line with that Giangreco (2013) stated that schools must also collaborate with the community schools such as subject teachers, aid teachers, parents, students, and school management to enhance the achievement of educational goals in inclusive schools. Beside that, good school management will be able to had a positive influence on schools and will be expected to achieve educational goals effectively and efficiently. Poblems in school management include:

a. Limited Number of Aide Teachers

The learning process at SMP Al Irsyad Al Islamiyyah Purwokerto offers an inclusive setting by putting regular students and students with special needs in the same class at the same time. Because due to the lack of aide teachers, the English teacher manage the students collectively during the learning process. Therefore, the learning process was not particularly smooth because English teacher found it difficult to manage both the learning process and the students. Then, when the English teacher was being interviewed on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m in the school and the teacher said:

I : *“Jadi memang idealnya kan satu siswa satu aid teacher gitu ya. Tapi kadang ya itu kendalanya. Kita kadang susah mencari aid teacher. Kadang anaknya itu cocok cocokan. Kalau udah nyaman*

dengan aid teacher ini, ketika ganti nah dia susah lagi beradaptasi jadi disitu”.

According to the interview, it was found that the school faced several of challenges in accomplishing the standards for the provision of aide teachers for students with special needs. These barriers include problems in obtaining aide teachers and difficulties in adapting between students with special needs and aide teachers. As a result, English teachers have challenges because the limited number of aide teachers makes it difficult to integrate the teaching and learning process for students with special needs in the classroom.

Beside that, this was supported by observational evidence on Wednesday, August 16th 2023 at 08.30 a.m until 10.05 a.m in class IX B, When the learning process begins, students with special needs were combined with regular children in one class, and an aide teacher follows them behind them. The students appear to be enthusiastic about participating in the lesson, but there was occasionally commotion due to the large number of students in the class. Teacher appear to have difficulty dividing their time in learning because they must deal with students with special needs who were passive and require special attention. On the other hand, a student with special needs from another class approached the class's aide teacher. Because of the aid teacher's limitations, one aide teacher in that class acts as a companion for students with special needs in other classes.

Aide teachers in inclusive schools will be one of the succeed factors because they can strengthened the implementation of inclusive education programs. Meanwhile, the absence of aide teachers in inclusive schools will tear down the inclusive education buildings that have been made. This was due to aide teachers were the only teacher who have the knowledge, competence, ability, and skills to understand the characteristics of students with special needs, handling and developing the potential of students with special needs in accordance with the

characteristics of each student with special needs.

However, the learning process at SMP Al Irsyad Al Islamiyyah Purwokerto uses an inclusive class setting. Due to a limitation of aide teachers, it makes the problems for subject teachers that have to manage all students in the learning process. This was in line with the research from Bhatnagar and Das (2014) stated that one of the challenges in implementing inclusive education, such as lack of trained teachers. Therefore, it can be said that aide teachers' functions, roles, and duties in inclusive education are very meaningful (Zakia, 2015)

Furthermore, the lack of aide teachers in inclusive schools will have a significant impact on the successful implementation of inclusive education in these schools. The most significant impact was experienced in the learning of students with special needs because it might be difficult for students with special needs to adapt to their environment and students with special needs were unable to learn independently or rely on others for guidance. So that, the unavailability of aide teachers, students with special needs cannot be appropriately served and maximally in teaching and learning process, especially the need for compensatory knowledge.

Beside that, students with special needs do not get suitable facilitators to discover and develop their potential because their classroom teachers do not have the competence and understanding of children with special needs (Kartini & Aprilia, 2022). In addition to the impact on students with special needs, it also impacts the management of inclusive schools. Because of that, the work program for the implementation of inclusive education cannot be carried out optimally without aide teachers (Zakia, 2015).

Therefore, it should be class with students with special needs have more than one teacher; namely, one main teacher was assisted by an assistant or aide teacher, but some only have one teacher. If there were students with special needs in the classroom, an ideal situation was classroom teachers and aide teachers for learning activities. This was in

supported with the general guidelines for implementing inclusive education that every educational unit providing inclusive education was required to have aid teachers. Therefore, the availability of aide teacher was crucial for helping subject teacher in the teaching and learning process and to help deal with students with special needs. Due to the fact that the learning process would be hindered and ineffective if the teachers were not supported by an aide teacher.

b. Curriculum

The curriculum structure of the Ministry of Education, namely the Merdeka Belajar curriculum combined with the Pearson curriculum which has been prepared by schools, was another challenge that must be faced by English teacher who teach students with special needs. Then, curriculum outlines the activities that the school will offer to students with special needs, but it was felt to be too rigid so as not to allow them to adjust to their surroundings. The results also showed that the curriculum had a top-bottom structure, which meant that the top decision-makers who created the curriculum gave teacher got instructions on what to teach. Because of this, teachers were no longer bound to teach what was presented in the curriculum, because students with special needs have their own obstacles.

Then, an English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m and the teacher said:

I : *“Ketika di dalam buku itu yang eee sebuah negara, kemudian membuat artikel. Tugasnya disitu membuat artikel tentang sebuah sekolah atau apa, ya mungkin terlalu tinggi bagi dia. Jadi kita perlu sederhanakan kaya gitu”*.

Based on the findings of the interview, it was clear that students with special needs struggle when the content of the material taught in school books was too heavy. Considering their limited cognitive abilities, it was took them a long time to understand and follow the learning process as other regular students did. In addition, teacher said:

I : *“Iya betul. Topik materinya ya sesuai maunya dia. Kalau untuk teknisnya tadi, topik. Kalau dia tidak tertarik dengan topik tertentu, dia kan moodnya langsung turun”*.

Based on the results of the interview above, it was found that teachers have difficulties in teaching English because if students with special needs do not like the material taught in class, their mood tends to suffer, which impacts their enthusiasm for learning. It was related with the study of the research of Sudinia (2018) stated that students with special needs require special attention when it comes to curriculum adaptation, methods of teaching, and the availability of teaching and learning resources, as well as the funds and resources needed to teach the students.

Therefore, teachers must take time for students to adapt to the curriculum being taught. Nevertheless, this kind of treatment frequently takes a long time, making it difficult for the teacher to know when the lesson was about to ended and that she was spending more time with students with special needs. Due to time constraints, this caused problems for teacher, who might found it challenging to divided their class time between students with special needs and other students. Students with special needs required more time and considered in every subject because they had difficulties grasping the concepts of material. As a result, the curriculum was not completely finished because the lesson had to be repeated more than once. As a result, the teacher has a problem when students with special needs cannot be understood throughout the teaching and learning process, even after many repetitions.

Thus, English teacher expected the curriculum to be greater flexibility to accommodate students' interests. This was supported with the research by Wahidiyati (2023) revealed that one of the fundamental principles of curriculum development was that an educational program should be built around an assessment of student needs. In addition, in order to conduct the inclusive education in general school, Tyagi (2016) explains the teachers need to make a suitable adaptation in the curriculum

transaction so the students with special needs will learn based on their ability. However, the existing general education curriculum does not fully accommodate different needs of students with special needs, this problem must have a solution (Tsaputra, 2014). Therefore, it was necessary to modified and adapted the regular curriculum to the needs of students with special needs. Each student with special needs can have their learning needs appropriately met in this way.

3. Family Environment

Another part that cannot be separated from the education of students with special needs in inclusive schools was the parents of students with special needs. Parents play a part in the teaching and learning process in inclusive classrooms.

a. Lack of Parents' Attention

To optimize the educational experience for students with special needs, teachers collaborate closely with parents. Twofold assistance improves the effectiveness of teaching and learning process. Then, an English teacher was interviewed on Friday, August 4th 2023 at 08.30 a.m until 09.45 a.m, and the teacher said:

I : *“Eh ada lagi yang aneh satu sebenarnya disini. Cuma itu pas assessment kayaknya nggak ikut di assesment, kayanya eee assessmentnya nggak enggak dinyatakan ABK. Tapi dari tingkah lakunya memang aneh. Dan telusur punya telusur ya memang dari background keluarganya, terus dia kurang perhatian dari keluarganya kaya gitu. Jadi memang karakternya aneh”*.

Based on the results of the interview above, it was found that one of the students with special needs had an attitude or character that tended to be strange due to a lack of attention from their parents. As a result, these students behave differently from other students.

Then the teacher also said :

I: *“Heeh, biasanya kalau di rumah sedang ada masalah ya sama keluarga kaka adek misalnya kan, bangun kesiangannya itu udah jadi uring-uringan. Karena terburu buru atau bahkan bisa jadi*

terlambat. Itu sudah ada kecemasan tersendiri. Jadi sudah ada rasa was was dulu dari awal dia masuk sekolah, ini berpengaruh juga”.

Based on the results of the interviews above, it was found that several students with special needs at school experienced anxiety, panic, and fear at school if they had previously experienced family problems. As a result, the teaching and learning process was disrupted because the teacher must restore the student's mood so that it returned to normal and was ready to participate in class learning.

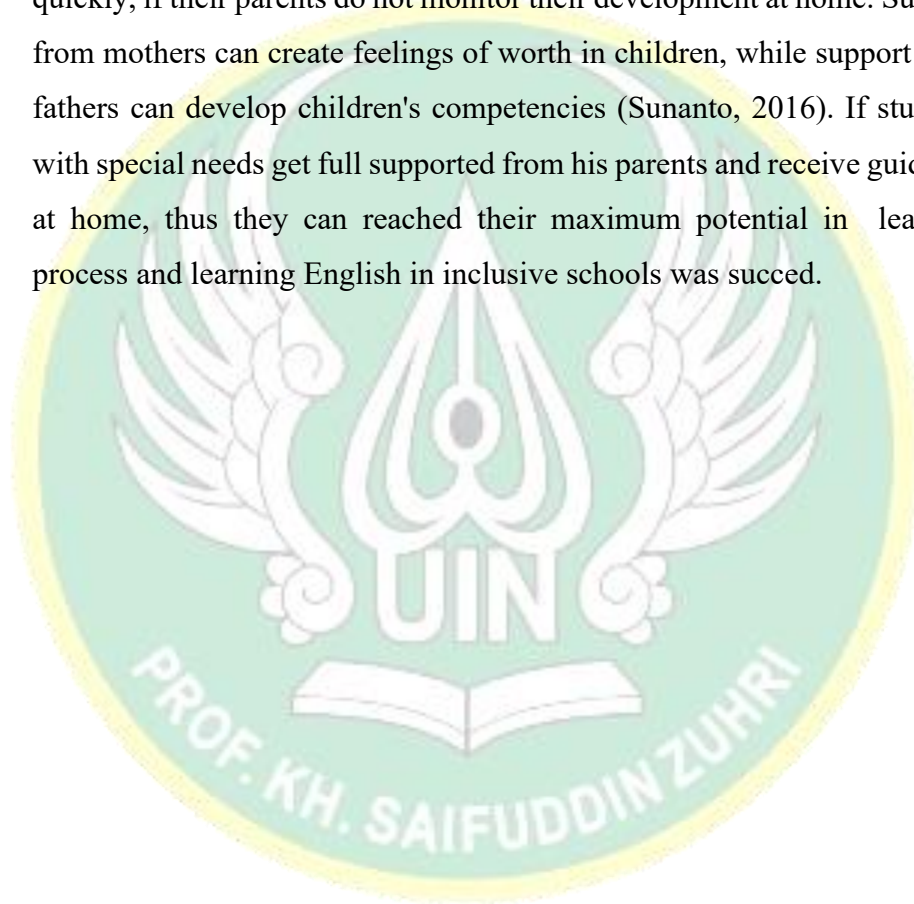
Parents' and teachers' individual learning support was crucial to the development of students with special needs. As previously mentioned, because they were incapable of doing tasks on their own, students with special needs require extra assistance in order to enhance their behaviour and growth. In other words, Ruhela (2014) also adds one way to solve the problem of a slow learner is parental support. The encouragement and assistance of parents were related to the learning outcomes of slow learners. So, by giving homework to the slow learner, it can help them in familiarizing the material taught and also with the aim that the material will be repeated at home and the parents helped them to carry out the task.

Furthermore, parents of children with special needs have a significant role in making decisions for education to support children. This was in line with the research by Nijland, Meer, and Onderwater (2018, p. 11), students with special needs require guidance and assistance from others around them since they struggle to be independent. So, it was essential awareness and supported of parents.

Even though the school has class teachers who can help guide students with special needs, if parents with special needs were less cooperative with their children, or only rely on the school without any aid teacher from the school to accompany them, while the children cannot be independent, it will hinder the achievement of educational goals in inclusive schools. Additionally, it also caused problems that were faced by subject teachers in dealing with them. Because in the learning process,

of course there were many other students who also need attention from the subject teacher.

Therefore, the parents' support was very necessary which parental involvement in various forms, such as parenting in the home, creating a safe and stable situation for children, and appropriate parenting models. Because not all parents care about their children and were aware of their conditions, as a result students with special needs can not developed quickly, if their parents do not monitor their development at home. Support from mothers can create feelings of worth in children, while support from fathers can develop children's competencies (Sunanto, 2016). If students with special needs get full supported from his parents and receive guidance at home, thus they can reached their maximum potential in learning process and learning English in inclusive schools was succeed.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The teacher's problems in teaching English for students with special needs can be attributed to internal and external factors. Each factor is explained in detail below, including:

In the internal factors, the problems that come from the teacher herself consist of time constraints and lack of teacher competence. In this case, the teacher makes an effort by using the time between lessons to provide special treatment according to the stages in the lesson plan. Additionally, the teacher has to understand the personality of students with special needs, so that the teacher can handle them in the learning process.

Furthermore, in the external factors, the problems come from several causes, as follows: students, school management, and family environment. The problems from students consist of difficulties in the learning process, students' characteristics, students' academic performance, and difficulties in interaction between students on a social level. The teacher's efforts in this case are to provide interesting learning strategies such as role playing or small group discussions. Then, the teacher was to pay special attention, provide motivation, and stimulate their enthusiasm in participating in the learning process in class.

Then, the problem from school management consists of a limited number of aide teachers and curriculum. In this case, the efforts made by the teacher are that the teacher provides special time and special treatment, so that students with special needs can participate in each learning process well. The last, the problem from the family environment consists of a lack of parents' attention. In this case, the teacher's efforts include setting aside time to calm students, pay attention, and motivate them to remain enthusiastic about participating in school activities.

B. Suggestion

Following the conclusion of the research, there were some suggestions that students, English teachers, and researchers might find useful.

1. For English teacher

For English teachers can pay attention to students who were slow to respond to material and make students more active and excited about learning by using a more interesting teaching model or technique.

2. For School

For school management will pay attention to the problem of a lack of teacher aide in the school, provide special inclusion training for subject teachers, and adjust the curriculum based on the types of needs of slow learner students.

3. For the Next Researchers

For the next researchers, the findings of this study were expected to be used as comparison and reference material for research. Furthermore, it was used as a consideration for furthering research by using different research methods or deeper information collection techniques.

C. Limitation of the Research

The limitation of this study was the observation activities where several times students with special needs were not always present in the classroom, thus not participated in the learning process. As a result, observation activities was frequently postponed. Aside from that, the interview activity faces challenges, such as teachers' limited time due to overcrowding in school programs. As a result, the interview was repeatedly postponed while the teacher was unavailable.

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APPENDICES

Appendix 1. Interview Guidance

INTERVIEW GUIDELINES

In conducting the interview, the researcher will deliver several questions to get the information about **Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**. They were, as follows:

Rumusan Masalah	Indikator	Sub Indikator	Pertanyaan
Teacher' Problems	Persiapan Pembelajaran Bahasa Inggris oleh Guru	Perencanaan pembelajaran siswa reguler dan siswa berkebutuhan khusus	Bagaimana persiapan awal untuk perencanaan pembelajaran bagi siswa reguler dan siswa berkebutuhan khusus seperti RPP dan seluruh soal-soalnya usth?
		Lesson plan untuk siswa reguler dan siswa berkebutuhan khusus	Apakah ada perbedaan lesson plan yang diterapkan untuk siswa berkebutuhan khusus usth?
		Tes awal bagi siswa reguler dan siswa berkebutuhan khusus	Apakah dipersiapkan tes awal pada siswa siswa berkebutuhan khusus dan reguler usth?
	Pelaksanaan Pembelajaran	Tujuan pembelajaran	Apakah ada perbedaan usth antara tujuan pembelajaran yang harus dicapai siswa reguler dan siswa berkebutuhan khusus?
		Motivasi belajar	Bagaimana cara ustadzah menimbulkan motivasi belajar siswa berkebutuhan khusus di dalam proses pembelajaran?

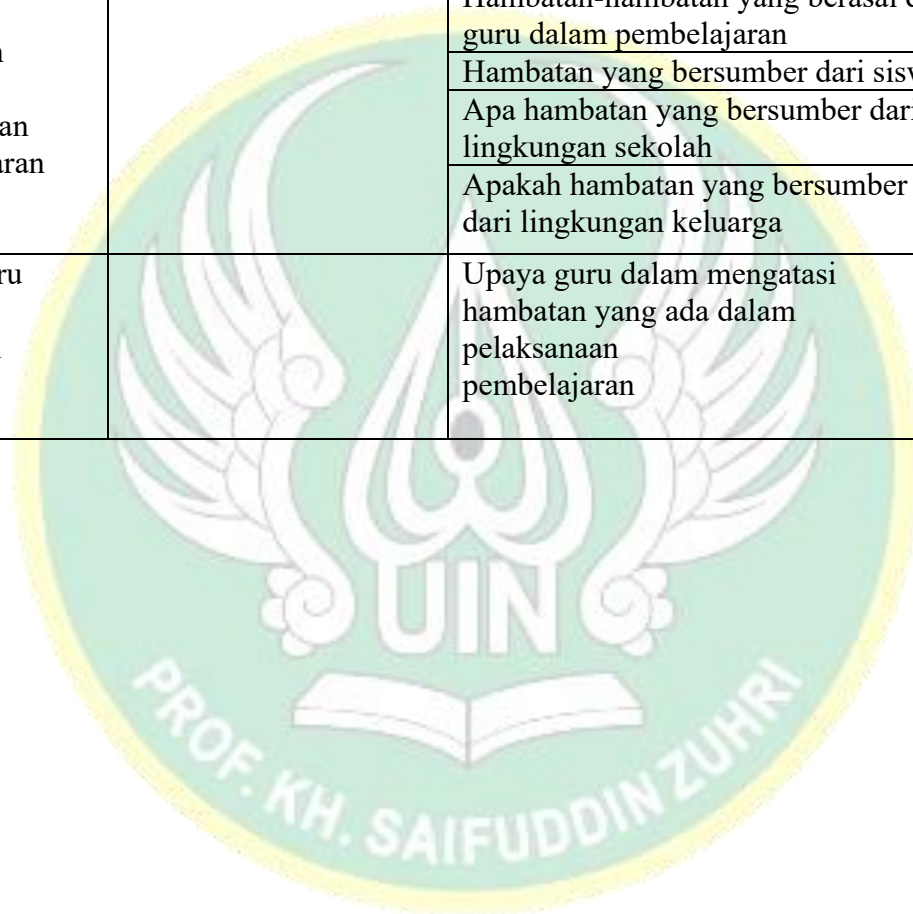
		Penggunaan metode	Apakah ada perbedaan metode antara siswa reguler dengan siswa berkebutuhan khusus dalam pembelajaran?
		Penggunaan media oleh guru	Apakah ustadzah menggunakan media dalam proses pembelajaran bahasa Inggris untuk siswa berkebutuhan khusus?
		Tugas atau latihan soal dengan memperhatikan perbedaan individu	Apakah ada perbedaan tugas/ latihan pada siswa reguler dan siswa berkebutuhan khusus?
Evaluasi Pembelajaran		Bentuk evaluasi siswa reguler dan siswa berkebutuhan khusus	Apakah bentuk evaluasi siswa reguler dan siswa berkebutuhan khusus sama?
		Assessment bagi siswa berkebutuhan khusus	Bagaimana proses assessment bagi siswa berkebutuhan khusus?
		KKM untuk siswa reguler dan siswa berkebutuhan khusus?	Apakah KKM untuk siswa reguler dan siswa berkebutuhan khusus?
		Program remedial untuk siswa berkebutuhan khusus?	Apakah ada program remedial bagi siswa berkebutuhan khusus?

		Waktu khusus bagi siswa berkebutuhan khusus diluar jam pelajaran	Apakah terdapat waktu khusus bagi siswa berkebutuhan khusus belajar di luar jam pembelajaran?
	Peran Aid Teacher	Peran aid teacher dalam pembelajaran	Menurut ustadzah, bagaimana peran aid teacher dalam pembelajaran?
Hambatan dalam pelaksanaan pembelajaran sekolah inklusi		Hambatan yang bersumber dari guru	Apakah ada masalah yang bersumber dari guru itu sendiri?
		Hambatan yang bersumber dari siswa	Apa saja masalah yang disebabkan oleh siswa?
		Hambatan yang bersumber dari manajemen sekolah	Apakah ada masalah yang disebabkan dari management sekolah?
		Hambatan yang bersumber dari lingkungan keluarga	Apakah ada masalah dalam pembelajaran di sekolah inklusi yang disebabkan oleh lingkungan keluarga?
Upaya dalam mengatasi hambatan pelaksanaan pembelajaran sekolah inklusi	Upaya guru dalam mengatasi hambatan		Bagaimana upaya guru dalam mengatasi hambatan yang ada dalam pelaksanaan pembelajaran?

Appendix 2. Observation Guidance

Indikator	Sub Indikator	Note
Berkomunikasi dengan siswa	Perencanaan pembelajaran guru bagi siswa	Cara guru melakukan perencanaan pembelajaran bagi siswa reguler dan siswa berkebutuhan khusus
	Apersepsi guru	Cara guru melakukan apersepsi
	Penyampaian tujuan pembelajaran	Cara guru menyampaikan tujuan pembelajaran atau pokok—pokok materi di awal pembelajaran
	Menjelaskan isi atau materi pelajaran	Cara guru menyampaikan materi pembelajaran di kelas untuk siswa di kelas inklusi
	Menanggapi respon atau pertanyaan siswa	Cara guru dalam merespon pertanyaan siswa
	Menutup Pelajaran	Cara guru menutup Pelajaran seperti merangkum, meringkas, menyimpulkan, dan sebagainya
Implementasi Pembelajaran	Penerapan metode	Penerapan metode pembelajaran
	Penggunaan media pembelajaran	Penggunaan media dalam proses pembelajaran
	Cara guru mengakomodasi siswa	Cara guru mengakomodasi siswa berkebutuhan khusus
	Cara guru melibatkan siswa reguler dan siswa berkebutuhan khusus	Guru melibatkan siswa reguler dan siswa berkebutuhan khusus dalam setiap aktivitas pembelajaran
	Sikap siswa reguler dan siswa berkebutuhan khusus dalam pembelajaran	Sikap siswa reguler dan siswa berkebutuhan khusus dalam pembelajaran
	Cara guru melakukan evaluasi	Cara guru melakukan evaluasi di akhir pembelajaran
	Bentuk evaluasi siswa reguler dan <i>slow learner</i>	Bentuk evaluasi siswa reguler dan <i>slow learner</i>

	Treatment khusus untuk siswa berkebutuhan khusus	Treatment yang diberikan guru pada proses pembelajaran
	Peranan GPK	Peranan GPK dalam mengangani siswa berkebutuhan khusus dalam proses pembelajaran
	Komunikasi individual guru terhadap siswa regular dan siswa berkebutuhan khusus	Komunikasi individual guru terhadap siswa berkebutuhan khusus
Hambatan dalam pelaksanaan pembelajaran sekolah inklusi		Hambatan-hambatan yang berasal dari guru dalam pembelajaran
		Hambatan yang bersumber dari siswa
		Apakah hambatan yang bersumber dari lingkungan sekolah
		Apakah hambatan yang bersumber dari lingkungan keluarga
Upaya guru dalam mengatasi hambatan		Upaya guru dalam mengatasi hambatan yang ada dalam pelaksanaan pembelajaran



Appendix 3. Interview Transcript

Transcription

Interview results:

Transcription of interview with English teacher (I)

The interview was conducted with English teacher on Wednesday, July 26th 2023, at 10.30 a.m. until 12.00 a.m. The interview was obtained directly in the school to meet the teacher. The English teacher as an informant also welcomed in this moment. The interview used phone to record the information from informant. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor	Utterances	Problems Faced by English Teacher
R	Bisa kita mulai nggih usth?	
I	Iya mba	
R	Apakah bentuk evaluasi siswa reguler dan siswa berkebutuhan khusus itu dibedakan usth?	
I	Iya mbak berbeda, karena melihat kemampuan dari siswa ABK itu sendiri	Evaluasi
R	Bagaimana proses assessment bagi siswa berkebutuhan khusus?	
I	Biasanya saya kurangi jumlah soalnya. Nah itu kita sesuaikan dengan indikatornya tadi. Yang sudah dimodifikasi kita turunkan, misal hanya bisa menyebutkan nah kita ambil dari soal pilihan gandanya aja. Terus bisa menentukan, kita menentukannya kita pakai yang matching question. Jadi setelah indikatornya diturunkan hanya menyebutkan vocabullary'nya gitu kan. Jadi soal nya juga saya lingkari, biasanya pilih yang sesuai dengan indikator yang sudah diturunkan dan kalau yang disleksia itu memang eee untuk siswa disleksia kan sudah ada soalnya juga. Nah biasanya saya pake itu, tapi kan kalau versi Pearson itu jumlahnya memang banyak, 50 soal. Kalau pertimbangannya itu perlu saya kurangi juga soalnya karena kalau suruh ngerjain 50 soal mereka pasti berat dan waktu 2 jam pelajaran itu enggak cukup.	Proses Assessment

	<p>Terus kalau untuk penilaian akhir semester itu biasanya saya buat, eee jadi yang reguler juga saya buat. Kaya kemarin kan kita sudah menyesuaikan yang soal numerasi literasi, nah kita sudah merujuk kesana sesuai intruksi dari Dindik. Terus yang slowlearn tadi yang ABK tadi juga sama saya buat dan itu memang sudah ada indikatornya. Eee indikatornya beda terus soalnya itu juga beda hanya sebatas menyebutkan menyebutkan gitu. Itu untuk assessment nya.</p> <p>Terus kalau untuk di pembelajaran sehari-hari seperti tadi kan tipikalnya beda-beda tergantung anak yang tergantung anaknya ada yang moody banget, ada yang memang hanya cenderung dia introvert, pendiam, senang di zona nyamannya dia gitu. Karena memang ada background khusus eee masa lalu dia dari bullying. Jadi mereka kalau mau speak up atau mau eee apa ya namanya mau aktif itu sudah mindsetnya udah aku takut salah, takut ditertawakan itu aja .</p>	<p>P2 : Students (Difficult to Control Students Mood).</p> <p>P2 : Students (Less self-confidence)</p>
R	Apakah ada perbedaan tugas/ latihan pada siswa reguler dan siswa berkebutuhan khusus?	
I	Iya heeh, nggak bisa disamakan itu nggak bisa. Kalau untuk latihan soal memang lebih saya ambil dari soal yang sudah ada dari paketan Pearson kaya gitu. Hanya saja ketika teknisnya saya lihat kondisi siswanya slowlearn nya berat, katakanlah vocabulary nya terbatas biasanya eee part tertentu saja yang mereka kerjakan, khususnya yang vocabulary nya gitu.	
R	Berarti untuk anak yang ada di kelas IX B itu jumlahnya berapa nggih? yang maksudnya yang ABK?	
I	<p>Kan yang ABK kaylani, zhalfa. Karena itu sebenarnya yang slowlearn ini ada beberapa lah ya mba, cuma yang kemarin di assesment masih hitungannya aman itu kita tidak nyatakan ABK. Tapi memang sebenarnya kemampuannya mirip-mirip itu, lemah lamban gitu, tapi hanya mapel tertentu. Yang memang benar benar sudah dinyatakan itu yang Putra itu eee dua tiga, iya tiga. Yang putri itu kaylani, zhalfa, iya cuma 5 di angkatan ini. Jadi di kelas 9B satu, di kelas 9E satu.</p> <p>Eh ada lagi yang aneh satu sebenarnya disini. Cuma itu pas assesment kayaknya nggak ikut di assesment, kayanya eee assesmentnya nggak enggak dinyatakan ABK. Tapi dari tingkah lakunya memang aneh. Dan telusur punya telusur ya memang dari background keluarganya, terus dia</p>	<p>P4 : Lack of Parents' Attention</p>

	kurang perhatian dari keluarganya kaya gitu. Jadi memang karakternya aneh....	
R	Apakah ada tes awal usth untuk siswa yang kemudian dimasukkan dalam kategori berkebutuhan khusus dan bagaimana prosesnya nggih usth?	
I	Iya pas awal kelas 7 itu, pas sebelum masuk, ya ini lah ya mpls mau selesai, terus ada kayak assessment diagnosis kaya gitu. Itu memang rutin dilakukan tiap angkatan. Jadi setiap kelas 7 itu di asesment dulu. Kita kerja sama dengan Fakultas Psikologi UMP sama mana ya... kayanya saizu apa ya, iya... tapi yang lebih sering itu tetap sama UMP untuk yang diagnosis awal itu. Jadi semuanya dites, nanti hasilnya eec di pelajari oleh BK. Kemudian dinyatakan diputuskan, baru kita menyampaikan ke orang tua gitu. Bahwa berdasarkan hasil tes ini, ananda dinyatakan seperti ini berdasarkan kriteria tersebut gitu.	Tes Awal bagi siswa
R	Berarti semua anak di tes nggih usth..di awalnya?	
I	Iya heeh, dan biasanya yang alumni dari SD Al Irsyad itu kan memang sudah ada keterangan dan di SD juga biasanya dulu sudah ada catatan tersendiri lah gitu. Terus masuk SMP di tes diagnosis awal. Jadi ketika mereka sudah masuk pembelajaran di kelas, guru dan walas nya udah dikasih informasi bahwa anak ini punya kelebihan ini ini kaya gitu. Dan yang terdeteksi yang punya kecerdasan superior dan sebagainya kan biasanya ada juga ya, bukan hanya yang memang kemampuan ininya dibawah. Jadi memang ada tes awalnya.	
R	Lalu untuk kurikulum yang dipakai disini, berarti berubah ke kurikulum merdeka nggih, nah untuk penerapannya di kelas 9 itu bagaimana usth? Menyesuaikan sama yang dari sini Pearsonnya itu gimana?	
I	Kalau untuk Bahasa Inggris kan memang kita spesial, sebenarnya kalo yang angkatan kelas 9 ini memang masih kurikulum 13, itu sebenarnya. Karena mereka masih terbawa yang kelas 7 nya kan kurmer, dan kurikulum merdeka kita mulai dari tahun kemarin, berarti sekarang yang naik kelas 8. Nah kelas 9 ini untuk mapel lainnya masih kurtilas mba, tapi untuk Bahasa Inggris itu kita sudah kemarin pelatihan sama LPP juga sudah menentukan ATP, TP, ada elemennya juga. Nah itu kan Bahasa kurmer kan ya. Nah jadi kita memang sudah buat administrasinya memakai kurmer, terus penerapannya di kelas kita memakai Pearson	

	<p>mba, jadi kombinasi lah, untuk administrasinya kita. Tapi real semuanya kita ambil dari sumber Paerson itu. Jadi sebenarnya kurikulum merdeka itu sama... sama persis lah dengan isi Pearson. Jadi step by step di buku Pearson itu sudah mirip banget dengan kurmer. Nah, buku Pearson itu kan memang murni dari eee luar negeri. Jadi memang kalau saya perhatikan malah jauh lebih banyak eee adopsi dari buku Pearson itu. Karena ketika saya lihat ooh di Kurmer itu ada tahapan ini ini ini gitu kan ya, di Pearson tuh udah ada, dari aktivitas satu itu isinya warm up semuanya terus, masuk ke bagian kegiatan pembelajaran itu semuanya detail di Pearson. Jadi memang menurut saya memang bagus banget sih menurut saya Bahasa Inggrisnya. Untuk langkah langkah pembelajaran itu memang sudah eee apa ya? Katakanlah sudah Kurmer banget lah begitu. Terus untuk isinya sendiri, itu memang ya memang kontennya konten luar negeri ya... nggak ada yang kearifan lokal itu, nggak ada.</p>	
R	<p>Untuk levelnya yang dipakai dalam buku Pearson itu untuk kelas 9 termasuk levelnya apa ya usth?</p>	
I	<p>Levelnya ini kita pakai A2+ heeh.. kalau dulu, kita mulai dari kelas 7 itu A1, terus kelas 8 nya A2, kelas 9 nya A2+. Tahun ini baru mulai, kelas 7 sama kelas 8 itu hanya memakai A1, terus kelas 8 sama 9 nya tetap pakai A2+, kaya gitu. Dan anu apa namanya.. learning objectivenya itu kan juga kita ambil.. nggak sembarangambil, kita ambil dari acuan GSE. Nah jadi ada Global Scale English itu, nah tujuan- tujuannya disitu kita ambil,kita jadikan eee ATP... nah dari ATP ATP itu, kita kemarin pelatihan sama Ustadz Sholeh itu. Jadi dikonversimelalui AI, Artificial Inteligent apa kemarin linknya ya.. emm CGT apa GPT ya.. ee iya heeh GPT. Nah kitakan udah ada dari GSE kan udah ada learning objectivenya apa.. nah kita ambil kita jadikan ATP. Nah alurkecil pembelajaran itu kita masukan ke.. itu apa.. GPT itu. Kita klik kan jadi nah Bahasa itulah yang kitajadikan TP kaya gitu. Jadi proses membuat eee apa? TP tadi, kita ambil dari tetap patokannya dari Perason, GSE tadi itu. Kemudian dijadikan Bahasa TP, tapi kita pakai aplikasi itu</p>	
R	<p>Berarti penerapan kombinasi antara kurikulum merdeka sama Pearson itu kan berarti baru dimulai semester ini nggih usth? Atau semester kemarin?</p>	
I	<p>Iyaa baru di semester ini, heeh. Karena kemarin yang level 9 ini di kelas 8 nya masih Kurmer. Bener-benerkurmer, walaupun bukunya ya Pearson gitu. Sebenernya kurikulum lama pun ngga ngaruh karena</p>	

	<p>kita pakainya buku Pearson gitu. Kita ngajarnya pakai buku Pearson ya ngga ngaruh, cuma itu ngaruhnya kan distep pembelajarannya aja kan... Nah kemarin memang pelatihan pake Pearson kita dapetnya eee P3, jadi presentation, practice, sama production. Kalau reading sama listeningnya kita pakai yang eee pre-post while eee pre while post. Jadi pre-reading atau listening terus while reading atau while listening, sama yang terakhirnya step post-reading atau post-listening gitu.</p>	
R	Berarti lebih beda ke istilah aja nggih usth?...	
I	<p>Istilah.. kalo esensinya menurut saya masih sama.. masih sama heeh.. nggak ini banget lah.. nggak berbeda jauh, heeh. Assessment nya itu yang paling beda, kalau kita bener-bener ngikutin yang kurmer ya kita harus tahu, ohh siswa kita itu audio eee apa ya gaya belajarnya yang audio, ada yang visual ada yang audio visual dan kinestetik. Kalau tahapan pembelajaran sama lah, memang harus ada brainstorming dulu kaya gitu baru ke awalan. Kalau di Pearson itu mirip sekali dengan problem based learning. Jadi biasanya ada kata pemantik, kalimat pemantik, pertanyaan pemantik. Terus ada casenya apa, nah kalo problem based learning kan kaya gitu ya.. ada eee casenya apa, kemudian nanti guru tidak langsung memberikan jawaban terhadap masalah itu, tapi siswa mencari dulu pengalaman belajar mereka dulu kan di tahapan inti pembelajaran sampai mengerjakan LKPD lah ya, nah itu baru guru me... me-review materinya, meluruskan pemahaman siswa begitu. Kalau di Pearson itu seperti itu.</p>	
R	Apakah ada perbedaan lesson plan yang diterapkan untuk siswa berkebutuhan khusus usth?	
I	<p>Kalau lesson plan nya si kita buat sama, cuma bedanya ya itu di assessment sama kalau praktek itu dibedakan, kalau tahapannya sama. Ya kita buat enggak ada lesson plan khusus untuk anak tertentu. Kita kan tau ya mbak disini kita sampai sore, nah kalau untuk sore saya udah ngga kuat, mood saya udah nggak bagus, kasian juga anaknya udah capek itu pertimbangan saya. Jadi eee treatment saya, kalau nggak begitu sedang pelajaran saya dekati khusus, setelah yang lain sudah saya arahkan untuk mengerjakan penguatan...sesi penguatan. Saya dekati dia, tanya akesulitannya yang mana. Kalau saya lihat worksheetnya udah oke, alhamdulillah, tapi jarang sekali si, jarang sekali, pasti ada aja</p>	

	yang keliru, yang belum paham sama sekali, apalagi kalau udah grammar gitu. Tapi kalau untuk ditanya lesson plannya apakah beda, itu sama. Secara administrasinya ya, tapi kalo untuk eksekusinya tetep beda karena assessmentnya beda. Dan biasanya assessment itu saya bedakan, lesson plan jadi satu.	P1 : Limited Time to Prepare A Special Lesson Plan
R	Terus untuk siswa special needs nya itu masuk ke kelas berarti hitungannya seminggu berapa kali usth?	
I	Tiga kali..	
R	Ooh nggih...	
I	Jadi yang belajar sama aide teacher nya tiga kali, yang harus ke kelas itu memang harusnya tiga kali ini. Tapi kadang ada yang anak nggak, ya itu sudah terlanjur nyaman belajar dengan eee siswa yang sama dengan dia, kadang add teachernya lebih.. eee dia lebih nyaman, akhirnya malah jadi dibawa nyaman disana. Kalau enggak gurunya nyari atau walasnya nyari, ya mereka akan lebih nyaman dengan aid teachernya itu gitu. Tapi biasanya kan aide teachernya kerja sama dengan kita. Usth hari ini si ini ga jadi ke kelas	
R	Biasanya siswa berkebutuhan khusus tersebut moody setiap saat atau pada moment tertentu saja usth?	
I	Engga sih kalau memang sama add teachernya itu kan kita udah kerja sama dengan add teachernya. Memang dia moody lagi, memang mungkin dari rumah udah ada problem sampai ke sekolah uring uringan, itu biasanya memang kita harus nunggu moodnya dia. Dan karena kalau kita paksakan enggak jalan. Dia malah berontak, akhirnya dia mutung, gitu mutung sekalian. Nah Jadi kita nunggu moodnya dia bener-bener oke. Biasanya kalau dia udah ngobrol sama aide teacher, udah haha hehe gitu, kan udah siap, oh udah siap nih gitu. Baru nanti diarahkan sama add teachernya ke kelas gitu.	P2 : Difficult to Control Students Mood
R	Jadi problem pas pembelajaran itu ya paling itu ya usth mood siswanya	
I	Heeh problemnya paling mood, sama yaitu kalau dia itu nggak mood, enggak mau dipaksa, nggak bisa dipaksa. Sama problemnya ya waktu untuk memberikan treatment. Karena pastikan pencapaian dia sama regular past ikan beda ya mba. Jadi memang harus ada waktu khusus untuk guru me review materinya. Terus tujuan yang	P1: Time Limitations in

	<p>sudah dinyatakan indikator itu, kan setidaknya capaian minimalnya harus tercapai. Itu yang memang harus benar benar ada waktu khusus si, tantangannya itu. Selain moodnya siswa, terkendala waktu juga karena memang eee selain kepadatan mengajar guru, juga aktivitas di sekolah. Anak-anak seperti memang harus ada me time sama gurunya. Nah ini terbantu solusinya dengan aid teacher tadi. Ketika guru seperti saya, udah kelewat, kan kalau udah kelewat kan kita susah. Paling saya ingetin lagi, oh ya kemarin si zhalfa begini, zhalfa bagian ini belum. at. Karena biasanya kalau udah terlewat kan kita susah reschedulanya dan pasti besoknya udah ganti materi lagi, itu kendalanya. Jadi kita harus tau eee psikologis anak itu, setiap hari pasti berubah. Terus kita juga harus memberi treatment khusus artinya kita memberikan me time waktu untuk dia begitu. Dan yang tidak kalah penting biasanya yang dia bener-bener takut di cemooh, takut di tertawakan. Itu sebenarnya juga kendala banget mbak. Jadi kita bagaimana bisa memotivasi dia, meyakinkan dia itu susah banget, berat itu jujur. Bagaimana meyakinkan dia bahwa dia itu sama dengan yang lain, dia itu bisa loh seperti yang lain gitu. Itu juga termasuk kendalanya.</p>	<p>Providing Special Treatment</p> <p>P2 : Students' Less Confidence</p>
R	Apakah ada perbedaan metode pembelajaran antara siswa regular dengan siswa berkebutuhan khusus ush?	
I	<p>Nggak, metodenya disamakan, kan kita metodenya sama dengan lesson plan sama. Kita treatmennya dibedakan, assessmentnya dibedakan, presentasi eee unjuk dirinya juga dibedakan. Tapi untuk metodenya sama. Cuma pendekatannya yang dibedain, lebih intensif, lebih ya setidaknya meluangkan waktu lebih gitu. Kalau dari brainstormingnya biasanya kita pilih kata-kata yang lebih sederhana yang dia pahami, dan masuk ke dirinya dia. Terutama untuk anak-anak special needs ini kan ada yang masih bener-bener lugu, lebih cenderung ke anak-anak kan?</p>	<p>Metode pembelajaran</p>
R	Enggih...	
I	<p>Nah, kita pilih bahasa yang misal apersepsinya ada masalah ini, ya kan, dia nggak ke bahasa itu nggak nyampe. Nah kita cari bahasa yang lain. Berarti kan kita tetep sama, metodenya sama, hanya pendekatan yang kita ubah gitu. Dengan menambahkan bahasanya, kita ganti ke kosa kata yang dia lebih</p>	<p>P2 : Difficult to Comprehend the Content</p>

	paham gitu atau dengan analogi. Nah misal nih katakanlah mau bikin cerita deskriptif, kita analogikan dengan biasanya dengan bendanya gitu. Misal bendanya buku, kalau zhalfa mau mendeskripsikan buku ini dilihat dari apanya, ada apanya ini bukunya?, bentuknya apa? warnanya apa?.. biasanya kaya gitu.	
R	Berarti lebih dipancing terus nggih?	
I	Heeh, betul. Banyak stimulasi. Kalau siswa lain kan nggak, mungkin udah. Jadi memang butuh pengulangan, kalau eee berdasarkan evaluasi saya, khususnya untuk intruksiintruksi tertentu ya. Itu butuh pengulangan.	
R	Terus kalau yang pelajaran berarti harus diulang juga usth yang ABK nya?	
I	Enggak enggak semua materi si, kalau materinya ringan kaya gitu kan, vocabullary nya sudah familiar bagi mereka gitu ya nggak nggak perlu diulang. Kalau udah masuk grammar, nah itu grammar sama vocabulary yang baru dari teknologi terus eee sosial budaya, itu biasanya mereka awam, gitu. Khususnya kalau grammar ya pasti butuh tantangan tersendiri. Kalau udah masuk ke apa ya, kalau masuk di ini loh kalau she itu pake eee s nenene gitu kan kita juga butuh tetep penjelasan itu kan grammar apa translate gitu kan.	P2: Difficult to Comprehend the Content
R	Berarti disisi lain, aide teachernya juga harus paham materinya nggih usth? Biar nantinya bisa ngulang lagi diluar?	
I	Heeh. Tapi kalau untuk grammar si biasanya saya kasih yang bener-bener paling basic. Kalau kalau misal bicara simple present ya yang penting subject I, you, they, we, he, she, it itu udah bisa membedakan gitu aja. Itu udah bagus banget. Kalau negative ya udah dikasih doesn't atau don't untuk subject pembeda subject ini sama subject ini itu kata kerjanya dimana. Itu kalau mereka udah bisa menggunakan itu udah luar biasa banget.	P2 : Lack of Reading and Writing Ability
R	Yang penting bisa paham nggih usth?.	
I	Iyaa, belum sampai yang yaa kalimatnya harus begini begini. Kaya she writes, I write. Kaya gitu udah...itu kan dasar banget. Nah apalagi kalau udah masuk ke pertanyaan.. loh ini kok udah ini lagi udah	

	ngga ada s lagi.. pakainya do atau does kan kaya gitu. Itu kan juga tantangan lagi [tertawa]	
I	Heeh tergantung materinya betul...	
R	Terus kalau misalnya eee siswa ini, kalau siswa reguler mungkin berapa pertemuan materi ini selesai gitu. Nah, kalau siswa ABK nya itu berarti gimana usth?..	
I	Ya dua atau tiga kali pengulangan bisa si.. heeh dan biasanya kalau yang reguler kan kita sudah ada waktunya ya. Misal unit 1 selesai 18 kali pertemuan. Berarti kan kurang lebih 3 pekan sudah selesai. Nah, kalau yang tipe special needs ini ya satu bulan lah katakanlah gitu. Satu bulan full berarti 4 pekan kaya gitu baru selesai. Karena biasanya eee remedial teaching ya remedial teachingnya kan eee satu dua kali, jadi kita alokasikan ya 4 pekan. Kalau yang regular bisa 3 pekan yang special need 4 pekan gitu.	
R	Terus yang assessmentnya itu kan berarti dibedakan nggih? Misalnya kalau siswanya seperti tadi lupa gitu, problemnya lupa, belum ngerjain. Kan udah pertemuan selanjutnya lagi mungkin ada latihan soal lagi. Nah itu kan jadi menumpuk nggih usth? Nah itu gimana solusinya usth?	
I	Nah solusinya biasanya sebelum menumpuk itu, kita cari aide teachernya [tertawa]	
R	Berarti penerapan pembelajarannya itu di kelas 9E terutama ya usth.. itu ketika ustadzah mengajarkan itu Bahasa Inggrisnya pakainya setengah-setengah?	
I	Iya, jadi kita tetep berusaha memakai English. Tapi ketika kita full English anak-anak nggak tau, tetep kan kita deskripsi. Kita mencoba memancing mereka dengan dekripsi Bahasa Inggris, masih mentok nggak paham juga ya kita kasih perubahan di Bahasa. Apalagi untuk yang special needs, untuk yang special need memang eee masih ya 50 50 lah karena masih fifty fifty kita jelaskan dengan bahasa kaya gitu.	
R	Berarti siswa special need ini selain butuh stimulus yang banyak, waktu yang lebih intensif juga. Itu ketika soalnya itu harus disesuaikan dengan eee jenis ABK nya nggih?	
I	Iya heeh, kalau memang ABKnya low banget, itu memang kita nggak bisa bermain banyak. Katakanlah pakai vocabullary pakai grammar yang tadi saya sebutkan I write kalau she writes, udah sederhana.	

R	Tapi harus disesuaikan sama capaian belajarnya nggih usth?	
I	Iya tetep, kita mengarahnya kesana, memang banyak mainnya distimulasi sama eee apa ya waktu yang lebih begitu. Karena sebenarnya mereka bisa eee mencapai tujuan yang kita sudah buat, tapi prosesnya mereka lebih lama kaya gitu.	
R	Menurut ustadzah, bagaimana peran aid teacher dalam pembelajaran?	
I	Anak-anak seperti ini memang harus ada me time sama gurunya. Nah ini terbantu solusinya dengan aid teacher tadi. Ketika guru seperti saya, udah kelewat, kan kalau udah kelewat kan kita susah. Paling saya ingetin lagi, oh ya kemarin si zhalfa begini, zhalfa bagian ini belum. Nah itu akan saya koordinasikan dengan aid teacher, mba njenengan tolong review yang ini, kalau udah di review sampaikan ke saya ya. Biasanya malah saya pasrahkan juga soalnya ke add teacher, nggak ada waktu mba untuk buat soal, tapi ini kita kasih guideline nya. Gitu treatment nya kalau saya udah ee udah terlewat. Karena biasanya kalau udah terlewat kan kita susah reschedulanya dan pasti besoknya udah ganti materi lagi, itu kendalanya. Jadi menghindari tugas menumpuk dan tugas kosong. Itu kalau saya alternatifnya dengan aid teacher itu tadi dan biasanya anak anak itu kan lebih nurut dengan aid teacher karena tidak terlihat langsung oleh teman lainnya.	
R	Apakah KKM untuk siswa reguler dan siswa berkebutuhan khusus sama usth?	
I	Sama mba, hanya saja untuk siswa berkebutuhan khusus untuk indikatornya diturunkan sehingga assessmentnya berbeda.	
R	Apakah ada program remedial bagi siswa berkebutuhan khusus usth?	
I	Nggak, biasanya lebih ke remedial teaching ya saya kasih eee penjelasan ulang begitu.	Remidial Teaching
R	Lalu bagaimana untuk proses remedial teaching tersebut usth ?	
I	Biasanya saya memang itu kalau memang ada waktu di kelas yang kaya tadi itu yang regular selesai, saya kasih penguatan atau post activity. Nah disela-sela itu saya datangi siswa special need tadi, nah itu pasti kan ketika saya tanya dapet berapa tadi? 20.. gitu kan,	Remidial Teaching

	<p>paling kan. Jauh dari KKM. Nah saya biasanya lihat, analisa salahnya dimana. Nah kita evaluasi kesalahan dia, kalau udah coba lagi gitu. Itu treatmennya, dan nggak ini si mba, pasti lebih seringnya ketika sudah menyampaikan versi regulernya, ya mereka nilainya masih kurang. Dan eee kesimpulan saya memang mereka butuh pengulangan, nggak bisa disamakan tetep, gitu. Apalagi kalau udah masuk grammar sama praktek menulis itu memang betul betul butuh kita ulangi.</p>	
R	<p>Berarti indikatornya itu tetep nantinya diturunkan nggak usth?</p>	
I	<p>Iya heeh, indikator kita turunkan karena eee kalau kita paksakan untuk sama ya.. ya mungkin bisa</p>	
R	<p>Tapi lebih lama nggak?</p>	
I	<p>Iyaa, sementara kita kan deadline kadang eee agenda lain banyak kemudian udah mau PAS ya kan, mau ujian semester dan lain sebagainya. Kalau nilainya masih banyak yang kosong ya kasian juga gitu. Dan belum lagi ketika pelaporan ke pihak orang tua kan kita butuh data kan, nah disitulah oh anak ini sudah di kasih treatment ini sudah di remedial teaching seperti ini kaya gitu, sudah tuntas bu gitu. Cuma kemarin keterlambatan karena begini begini gitu. Dan pasti orang tua dari pihak special need itu kan butuh pengarahan lebih dan mereka akan menerima dua raport. Raport yang BK satu sama raport yang memang pembelajaran di kelas, satu. Kalau raport BK mereka lebih spesifik eee. Indikatornya juga sudah kita turunkan, dibedakan. Kalau misal Bahasa Inggris hanya bisa menyebutkan kosakata tentang olahraga dengan benar. Sudah bisa menentukan penggunaan alat-alat olahraga sesuai dengan jenis olahraga gitu. Kalau yang lain kan mungkin bisa mendeskripsikan alat alat olahraga ini ini ini, kalau anak special need ya cuma bisa menentukan alat alat ke olahraga tertentu, fungsi alat olahraga gitu.</p>	

Transcript of Interview 2

Transcription

Interview results:

Transcription of interview with English teacher (I)

The interview was conducted with English teacher on Friday, August 4th 2023 at 08.30 a.m until 09.45 a.m. The interview was obtained directly in the school to meet the teacher. The English teacher as an informant also welcomed in this moment. The interview used phone to record the information from informant. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor	Utterances	Problems Faced by English Teacher
R	Terkait kurikulum Pearson yang diterapkan disini sudah diterapkan sejak tahun ke berapa nggih usth?	
I	Kalau dari Pearson ini baru 2 tahun ini mba jadi 3 lah 3 tahun ini. Kan ini kan dari kelas 7 juga sudah eee pakai Pearson ya dari mulai A1, kelas 8 sudah A2 dan sekarang sedang A2+. Jadi belum tadi sejak sekolah ini berdiri, baru 3 tahun ini.	
R	Lalu untuk penggunaan kurikulum Person itu untuk semua mapel atau khusus beberapa mapel aja usth?	
I	Kalau untuk awalan ini masih bahasa Inggris gitu. Masih bahasa Inggris untuk 3 tahun ini.	
R	Berarti semua guru Bahasa Inggris yang mengajar disini itu, semuanya di bekali pelatihan dulu atau bagaimana usth buat mengajarkan materinya?	
I	Emm iya betul sekali mbak. Jadi sebelum digulirkan dan diajarkan ke siswa, itu ada pengenalan dulu. Kemudian ada pelatihan untuk guru bahasa Inggrisnya. Jadi seluruh guru bahasa Inggris itu diberi pelatihan. Eee bahkan LPP itu memfasilitasi dari Pearson Jakarta. Jadi kita latihan langsung dengan Pearson Jakarta diundang ke sini, eee yang harus kita sampaikan memakai buku Pearson itu seperti apa pengajarannya. Kemudian, bahkan bukan hanya cara mengajarnya, tapi secara kompetensi dari guru itu juga di ini upgrade. Heeh, jadi bahkan masih berlangsung sampai saat ini. Itu upgrading dari kompetensi guru itu masih berjalan kaya gitu. Harapannya nanti kan setiap tahun bisa naik levelnya begitu.	

R	Lalu apakah semua guru bahasa Inggris juga dibekali pelatihan terkait inklusi/siswa special need aatau nggak usth?	
I	Heeh iya, tetep biasanya kan selain pelatihan untuk special need student itu, biasanya dari LPP kemudian manajemen itu kan mengarahkan tetep. Eee kita karena sekolah kita memang menerima inklusi, walaupun inklusinya tetep dalam kriteria tertentu. Tidak semua inklusi kita terima. Di sekolah kami hanya slowlearn, eee slowlearn special need student. Jadi eee semua guru mapel apapun di briefing terkait anak-anak tertentu, penikapannya bagaimana. Kemudian ketika pembelajaran disesuaikan dan ketika memberikan assessment itupun harus dipertimbangkan oleh setiap guru kaya gitu.	
R	Lalu jika misalnya ada guru yang mengalami kesulitan, apakah koordinasinya itu sama guru BK atau dengan pihak mana usth?	
I	Biasanya yang pertama kita ke guru BK, nanti di guru BK kan ada aid teacher ya. Jadi siswa yang berkebutuhan khusus itu, kita fasilitasi juga dengan aid teacher. Karena eee guru mapel pastinya kan handle satu kelas. Nah yang berkebutuhan khusus itu kita fasilitasi tambahan aid teacher. Ketika guru tersebut belum sempat memberikan me time nya dengan si anak tersebut. Aid teacher harapannya bisa menjembatani itu, kaya gitu.	
R	Ooh nggih, lalu bagaimana cara menimbulkan motivasi belajar siswa reguler dan siswa berkebutuhan khusus di dalam proses pembelajaran?	
I	Iya ketika anak berkebutuhan khusus, biasanya kan tergantung mood nya ya mba, moody nya itu sangat berpengaruh terhadap eee semangatnya untuk belajar. Nah, yang momen momen seperti ini enggak mungkin satu guru eee dibagi dua. Katakanlah yang mengelola kelas eee yang reguler dengan membelah diri menemani yang berkebutuhan khusus itu dalam satu waktu kan enggak mungkin. Nah disinilah peran aid teacher tersebut. Jadi tetap ada diskusi dengan guru mapel materinya tentang apa. Kemudian aid teacher bisa menyesuaikan, tentunya dengan informasi awal dari guru mapel tersebut.	
R	Ooh nggih. Lalu masuk membahas terkait pembelajaran.. Apakah ada perbedaan usth antara tujuan pembelajaran yang harus dicapai siswa reguler dan siswa berkebutuhan khusus?	

I	<p>Iyaa, tidak etis kalau kita samakan eee special need student ini dengan yang reguler, ya seperti itu. Dan di BK ini memang sudah ada, emm wadahnya, ada standarisasinya untuk learning objektifnya untuk yang spesial ini seperti apa biasanya. Khususnya mbak kalau mau.. dulu kan ada PTS ya. Kalau mau tes atau ujian semester, baik itu semester satu atau semester genap. Itu pasti satu guru buat dua tipe macam asesment. Artinya indikatornya yang berbeda, yang reguler dengan siswa ABK itu dibuat berbeda seperti itu. Dan jumlah soalnya juga eee kita sesuaikan lagi. Gak mungkin kita kasih soal yang jumlahnya sama dengan kemampuan anak reguler. Jadi yang dibedakan dari jumlah indikator sama jumlah item soalnya seperti itu kita bedakan.</p>	Tujuan pembelajaran
R	<p>Bagaimana persiapan awal untuk perencanaan pembelajaran bagi siswa reguler dan siswa berkebutuhan khusus seperti RPP dan seluruh soal-soalnya usth?</p>	
I	<p>Kalo saya sendiri biasanya memang menyiapkan dua perangkat mbak. Kalau untuk administrasi katakanlah RPP ya, RPP yang eee reguler itu memang administrasi pembelajaran itu idealnya di awal pembelajaran. Bahkan ketika siswa sedang libur, kita kan SDM sudah mulai aktif, iya masuk. Nah disitulah eee dari LPP dan manajemen itu mengarahkan atau memberikan waktu untuk seluruh guru membuat perangkat pembelajaran. Jadi ketika memang siswa sudah masuk, perangkat tersebut sudah selesai, tinggal actionnya dan khusus untuk Bahasa Inggris, biasanya yang saya ajar, pasti untuk administrasi reguler jelas RPPnya. Untuk yang non reguler atau katakanlah untuk yang special need tadi, saya buat sesimpel mungkin. Jadi kalau dari apersepsi kita samakan mba, hanya kita bedanya di aktifitasnya itu. Tapi secara keseluruhan dia akan mengikuti rangkaian pembelajaran yang sama yang kita bedakan adalah ketika aktifitas eee di aktifitas intinya. Jadi memang secara keseluruhan, administrasinya kita sama. Hanya ada perlakuan khusus di bagian inti sama nanti ketika asesment, itu aja. Tapi secara keseluruhan sama, kaya gitu.</p>	Persiapan Lesson Plan
R	<p>Biasanya kalau sudah masuk dalam proses pembelajaran, kendala apa sering muncul usth?</p>	
I	<p>Kalau sedang pembelajarannya ya, kalau dari sisi gurunya sendiri membagi eee apa namanya ya, membagi perhatian. Nah biasanya kan satu kelas itu</p>	P1: Time Limitations in

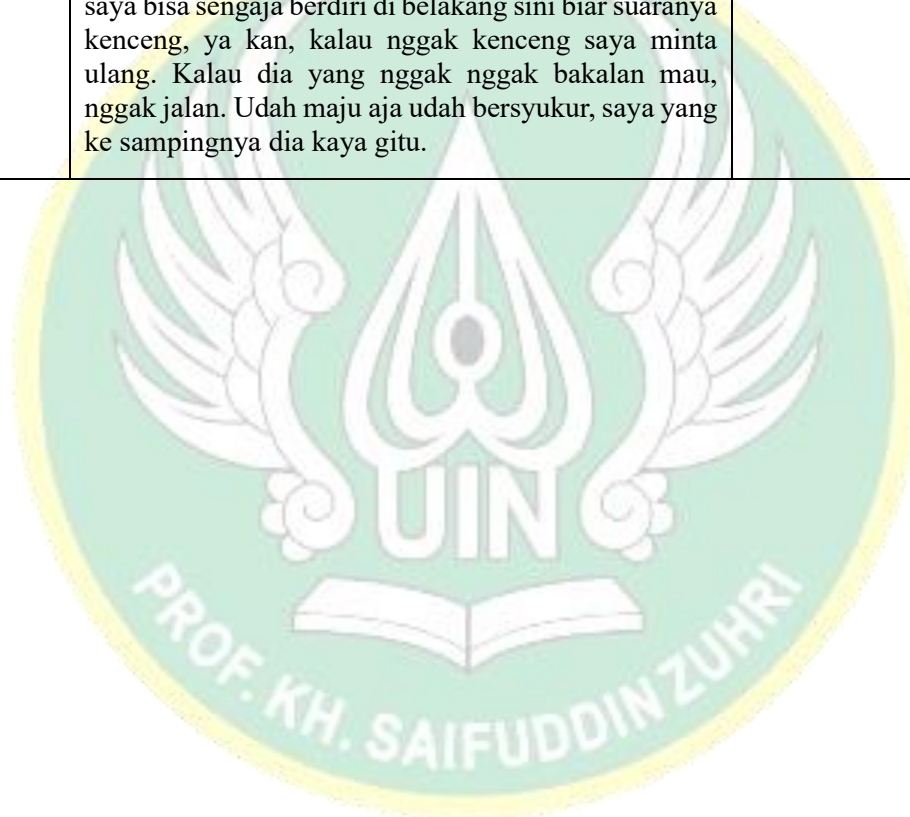
	<p>kan memang kelasnya heterogen dan besar. Jumlah siswanya kan disini 32. Jadi 1 banding 32. Katakanlah yang eee 32, kita sudah kasih perhatian. Yang satu ini kita harus double perhatian. Kaya penjelasannya pun yang 31 lainnya sudah paham, katakanlah yang ini masih butuh pengulangan. Itu eee hampir setiap pembelajaran, khususnya kalau ada materi yang berkaitan dengan grammar atau katakanlah vocabulary nya baru, pasti butuh treatment khusus untuk pengulangan. Dan disinilah kesabaran teruji, begitu. Jadi itu tantangannya lebih ke situ mbak. Kaya kita butuh membagi waktu tersendiri untuk dia memang, karena butuh pengulangan eee penjelasan yang perlu dua tiga kali, baru dia mulai memahami itu.</p>	Providing Special Treatment
R	<p>Dalam pembelajaran itu bagaimana cara ustadzah menimbulkan motivasi belajar siswa berkebutuhan khusus usth?</p>	
I	<p>Nah siswanya biasanya kalau kita pake metode yang seru gitu ya, mau terlibat aktif. Katakanlah dia fokusnya bagus, tapi ketika sudah pelajaran mungkin bagi mereka juga susah gitu ya, mereka merasa merasa susah ya, dia hanya diam. Tapi kalo di pancing dengan game kaya gitu biasanya mereka senang. Heeh gitu tapi kalau udah kembali ke soal ya dia perlu dijelaskan ulang lagi dengan karena cenderung mereka kan pikirannya masih polos kekanak-kanakan gitu. Jadi kalau dihadirkan game pasti senang, fokusnya bagus.</p>	Motivasi Belajar
R	<p>Lalu, ketika pendampingan dengan siswa apakah satu aid teacher itu hanya fokus handle berapa siswa dalam satu kelas atau handle beda kelas juga usth?</p>	
I	<p>Beda kelas mbak. Jadi memang idealnya kan satu siswa satu aid teacher gitu ya. Tapi kadang ya itu kendalanya. Kita kadang susah mencari aid teacher. Kadang anaknya itu cocok cocokan. Heeh, kalau udah nyaman dengan aid teacher ini, ketika ganti nah dia susah lagi beradaptasi jadi disitu. Nah, kalau seperti ini kondisinya kita bagi. Jadi satu pekan itu kaya yang sudah ada di sini kan yang memakai aid teacher yang kelas putri itu kan ada 2. Nah itu kita bagi tiga hari, tiga hari, dua hari, dua hari. Jadi kadang ada kalanya satu hari itu tidak didampingi, tapi aid teacher tetep berangkat karena ketika kita kan tidak pernah tahu moodnya. Mungkin bisa berubah kapanpun kan dan apalagi ketika ada konflik dengan teman, itu bisa tiba tiba terjadi. Jadi ketika di kelas sudah eee sifatnya mengganggu, lebih apa ya lebih</p>	P3 : Limited Number of Aide Teachers

	tidak bisa dikondisikan, itu kita panggil aid teacher untuk membantu mengkondisikan seperti itu.	
R	Lalu ketika aide teacher sedang tidak mendampingi di kelas, apakah problem yang muncul dalam menghadapi siswa special needs lebih banyak usth?	
I	Problemnya lebih banyak, cuma qodarullah di sini kan anaknya bukan yang hiperaktif ya mbak. Jadi untuk sikap sih masih bisalah, masih bisa dikondisikan. Tantangannya hanya perlu pengulangan lebih banyak untuk memahami sebuah materi ke anak tersebut. Kemudian ketika problem lain muncul, seperti dia males, nggak mau ngikutin gitu kan. Kalau sudah merasa sulit apalagi, biasanya ya eee apa ya? bukan menyerah, tapi mungkin menunjukkan sikap yang pasif gitu. Nah, disini tantangan guru bagaimana tetap meraih perhatian dia. Salah satunya ya dengan misal ketika yang lain sudah kita anggap paham gitu ya, kita datang ke anak tersebut. Kita kasih perhatiannya disitu. Jadi tetap si anak merasa diperhatikan dan tetap merasa kebutuhannya itu terpenuhi.	P2 : Students Passivity
R	Lalu untuk proses evaluasi untuk siswa yang special need itu lebih ke lisan atau langsung diberi soal usth?	
I	Di tanya dulu. Kita tanya bagaimana udah paham belum, biasanya mereka pasti belum, bingung, mereka bingung. Nah disitu kita masuk, oke yang bingung yang mana? nih begini begini begini. Kasih penjelasan ulang, nah disitu kita coba liat dia cara mengerjakan. Hasilnya akan lebih bagus ketika guru tersebut sudah menjelaskan dulu, walaupun dengan analogi analogi tertentu. Nah, kalau udah sampai situ, baru masuk kita kaitkan dengan materi itu. Nah ini sama nih kaya penjelasan ustadzah tadi. Ini kan bottle, a bottle apa an bottle? Nah disitu kita baru sisipkan materi yang tadi kita udah sampaikan sebenarnya gitu. Kadang bahasa kita secara general, mereka pun masih susah. Heeh kaya kemarin itu terjadi juga, itu masih kosakata mbak. Jadi kosakatanya itu qodarullah adjective ya, karena udah describing place itu, ada attractive, do, happy dan sebagainya. Dan ternyata mereka itu belum paham artinya, dan kalau kita langsung paksa mereka untuk mencoba, kan kasihan juga.	P2 : Lack of Reading and Writing Ability
R	Berkaitan dengan itu apa ada faktor lain yang menghambat kemampuan siswa tersebut usth?	

I	<p>Heeh, biasanya kalau di rumah sedang ada masalah ya sama keluarga kaka adek misalnya kan, bangun kesiangan itu udah jadi uring-uringan. Karena terburu buru atau bahkan bisa jadi terlambat. Itu sudah ada kecemasan tersendiri. Takut nanti apa yah ketika masuk kelas, terlambat dihukum dan sebagainya. Bukan hukum si, katakanlah dikasih eee apa namanya eee ini dulu, pengkondisian dulu. Karena keterlambatan juga itu kan kita ada poinnya ya. Jadi sudah ada rasa was was dulu dari awal dia masuk sekolah, ini berpengaruh juga.</p>	<p>P4 : Lack of Parents' Attention</p>
R	<p>Lalu terkait peran aid teacher itu apakah mendampingi di semua mapel atau mapel tertentu saja usth?</p>	
I	<p>Untuk aid teacher mapel tertentu. Jadi kalau dulu kan ada mapel UN, nah fokusnya disitu. Kalau sekarang mapel AKM, yang di AKM kan. Untuk mapel tertentu yang katakanlah SBK kemudian prakarya itu nggak perlu ya nggak perlu atau bahkan PAI yang katakanlah itu memang eee ajaran agama Islam ya, itu biasanya nggak perlu pendampingan. Dan disitulah eee kita berusaha untuk melepas agar dia mencoba belajar tidak bergantung kepada orang lain seperti itu Jadi memang tidak semua mapel didampingi, hanya mapel katakanlah eksak, matematika, IPA. Kemudian kalo bahasa ya Bahasa Inggris kaya gitu. Bahasa Indonesia ya kadang kadang, tapi nggak nggak semua, hanya mapel yang di AKM kan gitu.</p>	
R	<p>Apakah ada persiapan khusus untuk siswa berkebutuhan khusus usth di awal sebelum pembelajaran atau tetap sama nggih?</p>	
I	<p>Heeh, sama. Biasanya kan apersepsi itu kan masih ringan, jadi mereka masih bisa mengikuti. Kalau tahapan apersepsi, brainstorming itu masih bisa disamakan. Tapi untuk yang kalau sudah mulai masuk tahapan inti itu pun eee sebenarnya kesusahan mereka karena memang butuh pelan-pelan. Jadi sementara yang lain kan biasanya udah tertantang. Kadang malah habis ini apa usth? Habis ini ngapain? Ada yang tipikal seperti gitu.</p>	
R	<p>Lalu bagaimana usth penyesuaian untuk siswa ABK tersebut?</p>	
I	<p>Nah seperti yang saya katakan tadi, satu kelas ini kondisinya heterogen sekali. Nah untuk yang spesial need itu kan sebenarnya mereka juga mampu cuma pelan kaya gitu, dan solusinya ya memang harus butuh</p>	

	<p>pengulangan itu tadi. Kalau kita menyesuaikan 1 dari yang 31 itu, kan nggak mungkin. Jadi memang eee setiap guru memang harus ada me time nya lah. Kalau saya sebut si me time. Eee artinya kita memberikan fasilitas untuk mengulang kembali, eee melihat yang belum dia pahami itu yang seperti apa, kaya gitu. Tentunya dengan capaian atau indikator yang berbeda juga.</p>	
R	<p>Lalu secara administrasi itu apakah penurunan indikator semua disamakan dengan guru Bahasa Inggris di level tersebut? Atau bergantung dengan kondisi masing-masing siswanya usth?</p>	
I	<p>Ya kalau memang dari awal kan sudah generalkan juga. Biasanya ketika rapat kerja itu, sebelum masuk pembelajaran itu, di setiap semester itu, ada pengkondisian terlebih dahulu. Jadi ketika di raker itu kadang ada ini juga semacam ya reminder lah ya dari BK itu. Eee kita disini juga punya anak anak inklusi, mohon kerjasamanya untuk ini ini dengan ketentuan misal katakanlah kalau anak reguler bisa membuat sebuah paragraf, ya kalau anak ini berarti ya cukup membuat kalimat lah kaya gitu.</p>	
R	<p>Lalu ketika diadakan latihan soal dan misalnya diambil nilai itu untuk siswa special need itu cukup beberapa soal saja nggih?</p>	
I	<p>Kemudian kalau untuk kayak gini ya mbak contohnya [menunjukkan materi di buku]. Nah ini kan udah eee apa namanya eee detail information ya, mana nih paragraf yang menggambarkan ini? nah kasihan juga. Paling kita pancingnya ini, dari paragraph pertama nih yuk coba dipahami dulu, nah paham belum? Ini pun teks ini butuh waktu lama [tertawa]. Kalau masuk teks lama, butuh waktu lama dan biasanya eee dari saya sendiri lebih ke vocab nya dulu, nah di sini nanti kita pasangkan dari sini.</p>	
R	<p>Lalu agar pembelajaran tuntas harus diulang dan harus di jembatani oleh aid teacher nggih?</p>	
I	<p>Heeh, atau tutor sebaya itu. Atau dulu pas pandemi itu ya saya pernah juga, biasanya anak-anak kaya gitu malah jadi kebiasaan di kelas nggak mau tampil, karena kalau dirumah mau, iya, kirim video, iya. Jadi lebih pede mbak, kalau kirim video lebih pede. Nah, ketika sudah seperti ini, lanjut dia. Pas kelas 7 dulu, eee si ini kan kirim video boleh nggak usth? Boleh. Iyaudah kalau dia memang maunya kirim video.</p>	

R	Berarti ada dampaknya juga dari pandemi itu nggih usth?	
I	Iya heeh, dampaknya ada [tertawa]. Kan mereka merasa semakin cenderung apa ya, malu ya. Nggak mau mengekspresikan diri.	
R	Biasa nggak tampil di depan temen gitu nggih?	
I	Iya heeh, pasti kalo suruh maju ya butuh effort yang lebih gitu atau dengan pancingan-pancingan tertentu, dengan ya tutor sebaya itu. Tapi kalau pun dia berani maju, itu udah hal yang luar biasa. Biasanya udah berani maju, suaranya pun masih terbatas. Ya tetep kita hargai, gapapa. Yang lain misal saya bisa sengaja berdiri di belakang sini biar suaranya kenceng, ya kan, kalau nggak kenceng saya minta ulang. Kalau dia yang nggak nggak bakalan mau, nggak jalan. Udah maju aja udah bersyukur, saya yang ke sampingnya dia kaya gitu.	P2 : Students' Less Confidence



Transcript of Interview 3

Transcription

Interview results:

Transcription of interview with English teacher (I)

The interview was conducted with English teacher on Wednesday, August 30th, 2023, at 13.40 p.m until 15.00 p.m. The interview was obtained directly in the school to meet the teacher. The English teacher as an informant also welcomed in this moment. The interview used phone to record the information from informant. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor	Utterances	Problems Faced by English Teacher
R	Untuk satu angkatan di level 9 ini ada berapa siswa special need nggih usth?	
I	Emm.. ada lima mba, 2 nya siswa putri, 3 nya siswa putra.	
R	Untuk yang putri ada di kelas berapa saja nggih usth?	
I	Yang putri? Iya IX B dan IX E mba	
R	Kalau yang putranya itu disebar dikelas nopo usth?	
I	IX G, sisanya satu lupa. Saya gak paham IX apa ya si syauqi.. Saya taunya arka, terus rafi sama ini nih kurang paham syauqi.	
R	Kalau yang putrinya siapa saja nggih usth?	
I	Zhalfa dan Kaylani mba..	
R	Untuk zhalfa karakternya bagaimana usth?	
I	Karakternya sebenarnya periang anaknya. Moody, anaknya sangat moody. Terus pokoknya kalau dia lagi nggak mau, ya nggak. Kalau dia lagi pengennya itu ya itu, kaya gitu. Kebanyakan kalau saya perhatikan di dalam kelas ya, bukan hanya di mapel saya. Dia juga cenderungnya ketika lagi nggak mau memperhatikan guru ya nggak mau. Bahkan tidur, tapi ketika tidur itu kita juga tidak bisa langsung membangunkan dia. Karena ketika dia shock, kaget, nanti kejangannya bisa terjadi. Jadi kadang kalau tidur ya kita biarkan dulu sampai dia benar- benar eee kita dekati dulu dengan suara-suara yang lebih keras agar memacu dia eee saraf tidurnya apa...eee Kembali	P2 : Difficult to Control Students Mood

	aktif, iya. Tapi dia bangun dengan kesadarannya sendiri, kaya gitu.	
R	Ketika pembelajaran di kelas, apakah ustadzah pernah menemui siswa yang sulit berinteraksi dengan teman sebaya atau lingkungannya?	
I	Awal-awal. Jadi ketika dia belum bisa beradaptasi di kelas barunya, dia seperti itu. Jadi nggak mau masuk kelas. Pasti mengikuti eee walas lamanya. Walas lamanya ke kelas lain ya dia akan ikut, dibelakangnya. Dia lagi ngajar ya ikut disitu, entah dia duduk dibelakang, entah dia mengikuti eee di meja depan itu, dia nunggu disitu, kaya gitu.	P2 : Lack of Interaction between Students on a Social Level
R	Ketika pembelajarannya dia pernah tiba-tiba lari atau pergi ngga usth?	
I	Ngga si. Apalagi ketika ada kontrak belajar, nah itu sama konsekuensi. Biasanya dia gak mau. Terus kalau melakukan konsekuensinya kan ngga mau kan, mau nggak mau ya nurut gitu. Cuma kalau untu mengerjakan tugas dari guru, ya semau dia. Pasti ya banyak nggak maunya. Tapi kalau di kelas, dia cenderung nggak mau. Cuma ini eee mungkin karena udah mulai nyaman di kelas ya mba. Kemarin awal-awal memang enggak mau masuk kelas, kemudian saya minta diberi aid teacher sendiri. Dan saya minta mbaknya juga, merekomendasikan. Itu kita udah dapat, dapat langsung ke kelas, tapi dia yang menolak. Jadi anaknya langsung menemui eee tim BK, menyampaikan saya nggak mau didampingi. Kalau aku didampingi, aku belajarnya di BK, jangan di kelas. Berarti udah muncul rasa malu. Malu kalau didampingi. Nah ini nih saya lagi berproses gimana caranya dia itu ketika guru mengajar, diam mau mengikuti seluruh rangkaian kegiatan pembelajaran. Ini kan awal yang baik, menurut saya.	
R	Enggih..	
I	Tapi ketika kaya di pelajaran saya aja, dia belum mau. Belum mau dengan hal yang sederhana aja. Yuk baca yang ini. Masih belum mau. Kaya contoh ada paragraf, baca kalimat pertama yuk. Nggak mau. Udah [tertawa]. Nggak mau. Yuk dibantu ustadzah. Nggak mau. Iyaudah diem aja kaya gitu. Memang karakternya begitu, kalau saya paksakan iyaudah waktu saya habis.	

R	Berarti mengejar ketertinggalannya itu bagaimana usth?	
I	Ya mau nggak mau itu pertama saya sampaikan aid teacher, suruh belajar sendiri. Ngulang. Ini yang disampein yang point ini. Misal minggu ini, karena enggak setiap hari juga saya mohon maaf [tertawa]. Karena evaluasinya tertekan. Apalagi ketika ada penilaian, nah ini point si zhalfa atau kaylani belum mencapai ini. Jadi ya saya peseni, mbak tolong kemarin ini yang halaman sekian-sekian pointnya ini, kaya gitu. Terus saya kasih ya kasih latihan lah lima apa sepuluh, kaya gitu. Tapi saya minta yang ngerjain dia, kaya gitu. Itupun luar biasa mbak, harus bener-bener.. kalau Kaylani si jalan. Kalau ini yang luar biasa. Kalau lagi nggak mood ya nggak jadi.	
R	Tapi ketika di dalam pembelajarn apakah masih mau mengikuti usth?	
I	Paling ya cuma ndengerin. Kalau suruh nulis suruh apa ya nggak mau. Belum mau. Saya liat di mapel lain juga begitu. Paling ndengerin. Udah mau menyimak gini, udah seneng banget saya mbak [tertawa]. Gurunya lagi njelasin apa kan saya kadang di kelas juga. Dia udah kaya gini [mencontohkan cara duduk siswa] nggak tidur, udah seneng banget.	P2 : Difficulties in Classroom Management
R	Kalau misalnya disuruh maju gitu usth apakah siswa special need ini mau usth? Seperti presentasi dan lain-lain?	
I	Kadang. Sesuai mood dia. Kalau nggak mood dia, topiknya yang dia senengi sama temen yang dia mau.. temen yang dia sukai.	
R	Seperti tutor sebaya nggih usth?	
I	Nah itu, kadang tutor sebayanya aja bosen [tertawa].	
R	Apakah ada factor usth yang melatarbelakangi zalfa menjadi seperti itu?	
I	Dia kan syarafnya beda sama yang lain. Kalau di kelas pokoknya nggak mau pendampingan. Terus itu kan, satu pekan itu sama sekali nggak turun, di kelas terus. Ketika disuguhi eee pelajaran, dia belum mau yang terlibat menulis, kaya gitu tuh belum. Terus untuk menyampaikan pendapatnya ya apalagi, gitu. Ketika ustadzahnya minta untuk terlibat untuk ini coba sebutkan ini, itu aja dia masih males untuk mikir. Belum mau yang menunjukkan, aku bisa pelajaran ini,	P2 : Students Passivity

	tuh belum kaya gitu. Paling sebatas mau menyimak, itu juga udah progress yang luar biasa.	
R	Berarti kalau buat maju gitu usth?	
I	Belum, kecuali saya paksakan sama si itu. Tapi kan si itunya yang kadang bosan kan. Bahkan kalau dia itu, ya mungkin karena special need itu ya, nggak sungkan-sungkan dan dia itu kan karakternya masih anak-anak . Jadi ya ketika saya minta maju sama teman yang tidak dia sukai [tersenyum]. Iihh nggak mau sama dia [mencontohkan suara siswa].	
R	Ooh nggih, kalau di pembelajaran misalnya ada kegiatan untuk diskusi berkelompok itu gimana usth?	
I	Anaknya saya acak, tapi saya pastikan disitu ada yang bener-bener bantu. Kalau nggak kan sudah hafal kaya gini kan misal, okeh udah tau posisi duduknya kaya gimana kan kita bisa ngatur hitung dari satu sampai lima ini ini ini. Nah kalau udah ke set semua, pasti ada salah satu disitu yang bisa eee jadi tutor sebaya gitu dan dia harus ada seseorang yang dia suka biar mau kesitu. Kalau ada yang bersama kelompoknya dia nggak suka, gak bakalan mau, ya tetep milih sendiri. Nggak mau ikut.	P2 : Lack of Interaction between Students on a Social Level
R	Ooh memisahkan diri ya usth?	
I	Iya.. nggak mau ikut. Maksudnya karena mungkin dia gak nyaman. Nggak mau kaya gitu atau dia akan memutuskan sendiri, aku mau sama ini kaya gitu. Harus ada yang bener-bener membuat dia nyaman gitu. Untungnya, temen-temennya kan udah memahami. Jadi ketika dia disitu ya iyaudah, biarin aja. Kaya, bukannya si nggak dianggep, tapi kaya nggak usah mempermasalahkan lah.	
R	Berarti kalau misalnya usth dibandingkan sama Kaylani, kalau kaylani itu kan kalau kemarin kelihatannya cenderung malu nggih usth pendiam. Nah itu kalau zhalfa berarti hampir sama kalau dalam pembelajaran usth?	
I	Kalau kaylani itu malu tipikalnya, tapi dia mau dipasangkan dengan siapa aja. Heeh, mau dia suka atau nggak suka, dia mau, satu kelebihan dari kaylani. Kalau zhalfa ini tipikalnya dia sebenarnya itu nggak malu mbak. Dia itu tipikalnya yang PD, suka tampil itu. Kendalanya dia itu enggan sama iya itu kalau kita paksa, udah di motivasi nggak mau juga, moodnya dia yang luar biasa kaya gitu. Terus kalau lagi ketemu teman atau dipasangkan dengan teman yang menurut	

	dia nggak menyenangkan buat dia, dia nggak mau. Efeknya, dia nya ngambek, nggak mau lanjut belajar. Itu kalau zhalfa, kalau kaylani dengan siapapun, dia oke, jalan. Yang tadi di kelas kaylani juga kan saya presentasi, saya suruh buat membuat rencana sebuah kegiatan, di presentasikan. Itu saya buat kelompok heterogen juga. Saya kelompokan acak, di setiap kelompok itu ada yang unggul sebagai tutornya.	
R	Ooh nggih	
I	Nah kaylani masuk disitu. Ketika saya arahkan nanti ketika presentasi tolong dibagi bagian-bagiannya. Nah, biasanya kan bagian seperti itu kan speakingnya mohon maaf belum begitu sempurna. Untuk percaya diri aja, kita harus push, ya kan.	P2 : A Lack of Speaking Ability
R	Lebih bisa diarahkan nggih usth Kaylani?	
I	Iya kalau kaylani lebih kooperatif ya mbak. Kalau zhalfa memang itu si ya kalau lagi nggak suka ya maunya kita yang harus ekstra sabar. Nah ini mbak [guru menunjukan rekaman video]. Ini kan kaylani ya mbak [menunjuk rekaman video], nah udah mau maju.	
R	Ooh nggih..	
R	Berarti diantara empat skill itu, kaylani itu paling bisa di skill apa usth?	
I	Kalau dari empat skill itu ya yang paling lumayan speaking ya. Kalau suruh menghafal kan lama ya mba, paling reading aloud. Dari reading aloud, speakingnya. Kalau nggak, paling yang sedehana. Kaya ini pun, dia kan masih membaca.	
R	Enggih..	
I	Heeh, terus yang paling ini paling ya writing lah. Lumayan writing, karena kita pandu, dia nulis kaya gitu. Lumayan writingnya. Kalau listening ya, mohon maaf belum. Untuk speakingnya ya itu butuh waktu lama untuk menghafal, kecuali metodenya dengan reading aloud gitu. Untuk pronunciationnya masih butuh banyak ini lah. Kalau writing kan lumayan, tinggal kita mengarahkan penggunaan to be, terus verb nya untuk yang singular subject sama plural subject kaya gitu. Dia udah mulai paham. Lumayan kalau writing.	P2 : A Lack of Speaking Ability
R	Nggih biasanya kesulitan dalam kosakata nggih usth?	

I	Iya apalagi yang special need. Dia lagi mencerna itu si kata apa?, terus dia mencerna lagi tulisannya si gimana? Itu luar biasa mbak	P2 : Lack of Reading and Writing Ability
R	Kalau yang zhalfa berarti sama usth?	
I	Kalau zhalfa speakingnya bisa, pronouncationnya udah lumayan karena vocabulary nya udah lumayan. Sebenarnya speakingnya udah bagus. Kendalanya ya itu tadi, moody, nggak mau an, pokoknya effort nya luar biasa, push nya. Kalau writingnya, dia nggak mau nulis.	
R	Berarti lebih ke materinya bukan mapel tapi ke topik materinya nggih usth?	
I	Iya betul. Topik materinya ya sesuai maunya dia. Kalau untuk teknisnya tadi, topik. Kalau dia tidak tertarik dengan topik tertentu, dia kan moodnya langsung turun.	P3 : Curriculum
R	Ketertarikan ke topik materinya itu nggih usth?	
I	Kalau mohon maaf di buku Pearson kan isinya luar negeri semua kontennya. Apartemen, departemen store. Nah itu kan kontennya luar negeri.	
R	Apakah itu mungkin membuat mereka kurang tertarik nggih usth?	
I	Iya tapi begitu saya pancing di dompetmu ada foto apa, nggak ada nggak ada. Berarti kalau diumpetin ada sesuatu yang mencurigakan ya? Enggak nggak [mencontohkan suara siswa]. Iya sudah ustadzah cek, kalau kamu mau di cek berarti aman nih. Liat aja nih nggak ada [mencontohkan suara siswa]. Eh foto siapa nih, hayo hayoo? Apa ini ini mbok foto BTS [mencontohkan suara siswa]. Nah disitu, saya tahunya dari situ, terus saya yaudah lah kebenaran ini sesuai describing image. Nah ini aja coba, ternyata dia mau. Ini siapa? Who is he? Jimin [mencontohkan suara siswa]. Nah Jimin ini dimana nih? Kanan apa kiri? Nah ini nih apa nih kanan? Right. Kiri? Left. Berarti Jimin ini dimana nih? Nah kalau bilang di kiri pakainya on, on the right, on the left, kaya gitu. Berarti ini dimana? On the right [mencontohkan suara siswa]. Nah pakai there is? There is Jimin. Nah kalau ini nih, kebalikannya tadi right, ini left. Jalan mbak, gitu, tapi kan kadang kendala waktu juga gitu. Ini qodarullah ya saya ngampu Bahasa Inggris, dia zhalfanya di kelas saya, kan lebih fleksibel waktu saya. Coba kalau yang kaylani, kan nggak mungkin begitu [tertawa]. Pasti	

	saya harus agendakan sendiri, kalau ini kan bisa on the spot kalau dia lagi nungguin piket atau apa dia belum pulang kaya gitu.	
R	Apakah terdapat waktu khusus bagi siswa berkebutuhan khusus belajar di luar jam pembelajaran?	
I	Itu kalau saya nggak ada kendala, kalau sama yang beda kelas saya memang harus punya waktu lain di luar jam pembelajaran. Memang harus saya agendakan. Kalaupun mentok udah ganti topik, penilaiannya harus sudah tuntas, mau nggak mau saya calling aid teacher-nya, saya minta tolong aid teacher kaya gitu.	Waktu khusus
R	Berarti ada rasa kurang tertarik dengan topiknya padahal dia sebenarnya bisa nggih?	
I	Sebenarnya bisa, tapi mohon maaf pola pikirnya kan masih anak-anak. Ketika di dalam buku itu yang eee sebuah negara, kemudian membuat artikel. Tugasnya disitu membuat artikel tentang sebuah sekolah atau apa, ya mungkin terlalu tinggi bagi dia. Jadi kita perlu sederhanakan kaya gitu. Makanya ini juga penurunan indicator kan hehehe. Penilaian speaking juga gitu.	
R	Berarti kalau zhalfa ini lebih fokus ke pengondisiannya nggih usth?	
I	Heeh, iya kalau kaylani kan lebih stabil dan mudah di apa yang diarahkan. Enak aja kalau mau di pasang dengan siapapun, aktivitasnya apapun, dia mau. Hanya memang kemampuannya yang perlu diasah dan butuh pengulangan yang lebih, kalau kaylani. Kalau yang putra itu yang mirip kaylani juga ada, dua siswa itu. Yang lumayan kemampuannya itu arka, arka unggul itu mirip mirip zhalfa, tapi eee perilakunya seperti kaylani.	
R	Tapi yang lainnya kalau disuruh maju mau usth?	
I	Mau kaya kaylani gitu, kalau kelompokan ya mau, duduk sama siapa aja mau, pendiem. Nah kalau Arka terlambat masuk kelas, kalau mau masuk kelas tuh di depan pintu aja. Nah kalau syauqi modelnya kaya si zhalfa, semanya sendiri. Kadang kalau syauqi lebih ini, lebih aktifnya eee apa ya, kalau mbak dinda tadi tanya zhalfa pernah nggak tiba-tiba keluar kelas? Kalau zhalfa nggak, tapi kalau syauqi memang nggak keluar kelas, tapi melipir ke jendela, ngelompok ke jendela dulu kaya gini. Walaupun	P2 : Difficulties in Classroom Management

	<p>ada gurunya di depan kaya gitu, ngeliatin ke pemandangan belakang. Uqi please sit down, nanti cengar cengir, sama temennya kan gini uuuu cengar cengir gitu. Itu juga low dan lebih mending zhalfa si, kalau dari kemampuan sebenarnya saya lebih menurut analisa saya zhalfa itu paling bagus.</p>	
R	Berarti kalau yang siswa putra itu kendala-kendalanya dulu pas pembelajaran gimana usth?	
I	<p>Kalau yang putra Rafi ya kaya Kaylani itu kendalanya memang, vocabulary terbatas. Kalau Arka Sebenarnya vocabnya lumayan juga, cuma kendalanya itu komunikasi. Iya komunikasi belum maksimal. Sama kadang apa ya karena dia komunikasinya gak lancar, akhirnya dia tuh kita maunya apa, dia yang ngerjainnya apa gitu. Heeh, kaya contoh aja ulangan, saya minta kamu kerjain part satu sama part dua, dia malah kerjain semuanya hehehe [tertawa]. Kalau si Syauqi kendalanya aktif, jadi di pengondisian sama kemampuannya yang low. Terbatas banget kosakatanya. Karena Bahasa Inggris bagi mereka ada yang sudah mahir, ada yang asing. Jadi heterogen banget mbak. Untuk mereka lima anak itu ya, memang yang paling lumayan si zhalfa. Kaya kendalanya cuma mood dia lah. Heeh, sebenarnya dia bisa mengikuti gitu, kendalanya hanya di mood itu. Mood nya itu butuh pengondisian yang luar biasa</p>	P2 : A Lack of Speaking Ability
R	Kalau konsentrasi belajarnya giaman usth?	
I	<p>Kalau dari ke lima siswa itu ya kurang mbak. Heeh, karena sekali dia nggak mau, nggak mau sih. Kalaupun dia fokus ndengerin, paling ya berapa persen. Katakanlah, 50 persen pun itu udah luar biasa. Apalagi yang tipikalnya Kaylani, Rafi nggak nyampe 50 persen. Paling ya 30 lah 30 40 persen nangkepnya. Nah itu kalau tipikalnya yang Kaylani, Rafi, Arka gitu. Nah kalau Zhalfa lagi anteng antengnya Zhalfa, bisalah 50 persen dia nangkep. Kalau Syauqi ya sama 30 sampai 40 persen bisa nangkep. Habis itu ya ketika masuk ke tugasnya dia pasti butuh pengulangan. Tapi ketika penjelasan secara general, nggak nyampai 50. Ketika diulang secara personal, dia baru mudeng.</p>	P2 : Students' Concentration
R	Itu setiap pertemuan harus ada pengulangan?	
I	<p>Pengulangan heeh. Kadang fokus mereka kan nggak ini ya, sibuk ambisi pribadi gitu lah istilahnya. Ada sesuatu yang membuat dia lebih eee apa ya lebih interact atau lebih membutuhkan</p>	P2 : Students' Concentration

	fokus dia, akhirnya penjelasan guru nggak nangkep.	
R	Kalau dilihat dari ketertarikan topik materinya itu selain Zhalfa itu empat lainnya gimana usth?	
I	Kalau lainnya ya tetep saya usahakan, kan mereka mudah diarahkan. Untungnya disitu, mereka mudah dilibatkan dengan tim. Nah ketika ada tutor sebaya itu masuk mereka, walaupun disitu saya juga harus masuk. Ketika saya sudah arahkan ke leader timnya, nanti dikasih yang bagian ini ya. Nah jalan. Tapi kalau si Zhalfa kan, iya kalau dia lagi seneng ada kelompoknya sama itu, kalau nggak kan udah ngambek total, cuma jadi kaya distractor, pengganggu malah gitu.	P2 : Lack of Interaction between Students on a Social Level
R	Kalau assessmentnya gimana usth dari ke lima siswa ini?	
I	Sama, saya samakan. Jadi memang khususnya ketika summative ya atau PTS atau PSAT itu kita memang buat sama untuk mereka dengan indikator yang kemarin saya sampaikan ke njenengan itu, sudah diturunkan indikatornya. Itu tanpa mengurangi esensi, artinya eee gambar yang ada disitu saya ambil dari buku Pearson dan di Pearson ini kan sudah tersedia soal untuk disleksia.	
R	Berarti dalam mengerjakan soal tidak ada waktu tambahan nggih usth untuk siswa special needs?	
I	Iya nggak ada, makannya itu 60 menit untuk regular bisa katakanlah 40 soal, untuk yang special need ini paling 15 atau 20 soal atau maksimalnya ya sampai 20 atau 25 soal lah. Separuh atau separuh lebih dikit gitu karena ya tetep beda kalau mau disamakan kita nggak bisa, tetep beda. Namanya special need ya kan butuh treatmennya beda. Kalau mau nambah waktu mungkin bisa selesai, tapi konsekuensinya kita harus nungguin dia lebih lama gitu.	
R	Berdasarkan karakter siswa special need yang beragam ini nggih usth, apakah ada pelatihan khusus untuk guru mata pelajaran?	
I	Kalau itu pelatihannya lebih ke guru BK. Nah nanti dari guru BK itu biasanya koordinasi dengan walas. Nah dari walas nanti menyampaikan ke guru mapel kaya gitu.	P1 : There is No Inclusion Training for Subject Teacher

R	Ooh nggih..	
I	<p>Jadi guru mapel itu ada pelatihan, terus guru BK konseling itu juga ada. Nah kebanyakan yang inklusi ini guru BK. Nah dari guru BK diturunkan ke walas, lebih ke penanganan secara psikologisnya bagaimana, ketika dia lagi tantrum atau ketika dia lagi ngga oke bagaimana, terus nanti ketika dia ada something wrong di kelas, atau ketika pembelajaran harus dikoordinasikan langsung ke BK. Kadang kan ada guru baru ya, kalau guru baru kan biasanya kaget, nanti akan menyampaikan ke walas otomatis kan. Usth ini si kenapa ya disuruh ini nggak mau, suruh maju nggak mau, suruh nulis nggak pernah mau, ini kenapa usth? Nah walas baru menyampaikan gini usth, jadi dia itu special need, kita tanya dulu. Ketika njenengan ngajar, kooperatif nggak? Maksudnya dia jadi distractor apa nggak di kelas. Oh nggak sih, tapi katakanlah disuruh maju nggak mau, suruh baca nggak mau. Iya itu memang kendalanya, di komunikasinya di ininya, nah mungkin njenengan adakan pendekatan secara personal gitu. Untuk tugas untuk siswa ini dibedakan nggih usth, biasanya kaya gitu.</p>	P1 : Lack of Expertise in Teaching Students with Special Needs
R	Ooh, nggih	
I	<p>Jadi nggak langsung semuanya dilatih gitu. Secara langsung tuh nggak. Jadi dari BK seperti ini, tapi kalau rapat general sih pasti di ulas terkait pelayanan kita terhadap semua siswa. Karena sekolah kita inklusi jadi pasti ya pelayanan harus dirasakan oleh seluruh siswa, baik itu siswa yang reguler maupun yang ABK tadi atau special need, gitu.</p>	P1 : There is No Inclusion Training for Subject Teacher
R	Ooh berarti semua hapir sudah tau kondisi di sekolahan nggih usth?	
I	<p>Paling ya yang belum paham kaya guru baru gitu. Itupun kadang kan setelah beberapa beberapa pertemuan dengan dia merasa ini si anak disuruh ini nggak mau, disuruh itu nggak mau, anu gimana? Hehe biasanya kaya gitu.</p>	
R	Nggih	

Appendix 4. Field Note

Catatan Lapangan (Field Note) 1

Hari/ Tanggal : Senin, 14 Agustus 2023

Kelas/ Sekolah : XI B/ SMP Al Irsyad Al Islamiyyah Purwokerto

Mata Pelajaran : Bahasa Inggris

Waktu : 13.40-15.00 WIB

	Deskripsi	Keterangan
Pembukaan	<p>(Persiapan)</p> <p>Guru membuka pintu dan masuk ke dalam kelas. Guru duduk dan meletakkan laptop dimeja. Kemudian, guru meminta ketua kelas untuk memimpin berdoa. Siswa dan guru berdoa bersama. Selesai berdoa, siswa berdiri dan memberikan salam kepada guru. Guru lalu berdiri dan menjawab salam siswa. Guru dan siswa duduk kembali. Kemudian guru menanyakan kabar dan mengecek kehadiran siswa.</p> <p>Guru : “Who is absent today?”.</p> <p>Siswa : “Naura, kaisa, and qiara”.</p> <p>Guru : “Naura and kaisa, qiara..okay. One, two, three, for five six, seventh, eight, nine, ten. Eee how about Kaylani pliss?”.</p> <p>Siswa : “Sick”.</p> <p>Guru : “Okay, thankyou”.</p> <p>Kemudian guru membuka dan menyalakan laptop, lalu menyiapkan materi yang akan ditampilkan di LCD. Guru berkata : “Wait a moment, I will turn on my laptop”.</p>	<p>Jumlah satu kelas 27 siswa. 27 siswa (25 siswa regular dan 2 siswa special need bernama Tsuraya an Khaylani).</p> <p>Yang absen : 3 siswa regular sedang sakit dan 1 siswa special need bernama Kaylani sedang sakit di UKS.</p>
Inti	<p>(Pembukaan)</p> <p>Guru menampilkan gambar lewat LCD. Lalu guru menanyakan ke siswa terkait materi sebelumnya.</p> <p>Guru : “What we have discussed yesterday.. what things?”.</p> <p>Siswa : “Describing?”.</p> <p>Guru : “Have you done about this?”.</p> <p>Siswa : “Yes....”.</p> <p>Guru : “Alright. So next jump to the next page. It’s page fiveteen”.</p> <p>(Guru menampilkan gambar selanjutnya di proyektor).</p> <p>Guru : “ Alright, are you ready girls?”</p> <p>Siswa : “Yes....”.</p> <p>Guru : “Can you see the picture clearly?”.</p> <p>Siswa : “Yes....”.</p> <p>Guru : “Okay, bismillah. Is there anyone don’t bring your book today?”.</p> <p>Siswa : “Syifa”.</p> <p>Guru : “Syifa, why?”.</p> <p>Siswa : “Lupa”.</p>	

	<p>Guru : “Iyaudah gapapa tenang aja, this is not the end of the world ya, hehehe”. (Guru dan siswa tertawa).</p> <p>Kemudian guru mengajak siswa bermain game tepuk bersama-sama. Siswa yang salah tepuk akan diminta untuk mendeskripsikan gambar yang sudah ditampilkan guru di LCD.</p> <p>Guru : “Alright, tepuk satu, tepuk satu, tepuk dua, tepuk dua, tepuk satu”. (Kemudian guru menunjuk siswa yang salah tepuk).</p> <p>Guru : “Oke Jihan, take a look at this picture. Nah, what the picture is this? Can you guest what the picture is that? What can you see in the picture? ”.</p> <p>Jihan : “Family”.</p> <p>Guru : “How do you know that this is family?”.</p> <p>Guru : “Because?”.</p> <p>Jihan : “Mirip”.</p> <p>Guru : “Mirip? Apanya yang mirip family?”.</p> <p>Jihan : “Father, their hair”.</p> <p>Guru : “Ooh I know.. you guest those two person have similar hair. Alright, good. Jadi dia mengasumsikan ini adalah family, great. And how about you queen?”. (Guru bertanya kepada siswa lain).</p> <p>Queen : “Emm. One man with istri wife”. (Guru dan siswa tertawa).</p> <p>Guru : “Okey, one man with istri wife, alright. And how about elsa?”. (Guru bertanya kepada siswa lain).</p> <p>Elsa : “Family”.</p> <p>Guru : “Family, okee. How dou you think or why do you say so? Kenapa kamu bilang itu family? Ohh I think...”. (Lalu guru memancing respon siswa tersebut)</p> <p>Elsa : “Emmm”. (Elsa terlihat bingung)</p> <p>Guru : “Kalau family biasanya ada apa sih family?”. (Guru bertanya kepada semua siswa)</p> <p>Siswa : “Parents, daughter”.</p> <p>Guru : “Parents, daughter. Which one is the parent in here?”.</p> <p>Siswa : “Yang lagi main game”.</p> <p>Guru : “Yang main game, okey. This is two person ya?”.</p> <p>Siswa : “Yes”.</p> <p>Guru : “Do you agree that this is family?”. (Bertanya kepada elsa).</p> <p>Elsa : “Yes”.</p> <p>Lalu guru mendekati siswa special need. Guru menunjuk gambar yang ditampilkan melalui proyektor dan bertanya kepada siswa tersebut.</p> <p>Guru : “ Okay, what do you think about the man? Who is he? Siapa itu? Laki-laki ini siapa? He is....?”.</p> <p>Tsuraya : “Ayah”.</p>	
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	<p>Guru : “Ayah apa ya ayah?”. (Tsuraya terlihat bingung dan tidak bisa menjawab. Lalu siswa lain membantu menjawab) Siswa : “Father”. Guru : “Father, yess. How about this one?”. (Guru kembali menunjuk gambar dan bertanya kepada siswa special need tersebut) Tsuraya : “Mother”. Guru : “Mother very good. Father, mother”. And how about two girls behind eee father mother?”. Siswa : “Sisters”. Guru : “Maybe the sisters. Alright, what are they doing?” Siswa : “Playing game”. Guru : “And then what happen on the top? On the top?” Siswa : “Lamps, wall” Guru : “Iya itu kan ada lampunya. And then at the center?” Siswa : “Table” Guru : “Table. How about at the left and the right of the image?” Siswa : “Mini table”. Guru : “Mini table and then?” Siswa : “Windows”. Guru : “Windows good, other things?” Siswa : “Balls” Guru : “Balls, yahh it’s just other opinion. Yah, okey eee next we go to the next activity. Nah, actually what we are going to do in this page yess about? Siapa bisa menebak usth berarti kira-kira tuh hari ini kita mau ini ya?”. (Guru memancing respon siswa untuk menebak materi hari ini). Siswa : “Describe” Guru : “Iya, lagi?”. Siswa : “Present continuous, present continuous, describe”. Guru : “Describe? What we are going to describe?” Siswa : “About the picture”. Guru : “About the picture, yess. Awesome”. (Guru memberikan pujian kepada siswa) Guru : “We are going to describe the picture or image. Guru : “Okay, picture or image. Remember, yesterday we have learned about what?”. Siswa : “Eeee”. (Siswa sedang berpikir) Guru : “Home, places, ada kata apa ya?”. Queen : “Article”. Guru : “Article, iya betul. Apalagi? Do you still remember when I ask you to what is that... how do you think about Purwokerto? Nahh what is that?”.</p>	
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	<p>Guru membantu siswa mengingat kembali materi sebelumnya. Siswa special need terlihat pasif dan bingung.</p> <p>Siswa : “Ooh dull, empty”.</p> <p>Guru : “Nah itu ada dull, empty, terus apalagi?”</p> <p>Siswa : “Boring, lively, healthy”.</p> <p>Guru : “Nah those kind of word belong to what word?”</p> <p>Siswa : “Adjective”.</p> <p>(Siswa special need terlihat pasif dan cenderung hanya mendengarkan).</p> <p>Guru kemudian menampilkan gambar selanjutnya dan bersama-sama dengan siswa mendeskripsikan gambar tersebut. Kemudian guru membuat kalimat dengan menyisipkan tenses present continuous tense. Guru menghubungkan penggunaan kalimat dengan tenses tersebut dan gambar yang ditampilkan tadi. Salah satu siswa tiba-tiba memanggil dan bertanya kepada guru tentang perbedaan dengan present tense. Guru kemudian menjelaskan ulang simple present tense dan penggunaannya. Guru memberikan contoh kalimat untuk menjelaskan perbedaan simple present tense dengan present continuous tense.</p> <p>Setelah siswa paham dengan penjelasan guru, kemudian siswa diminta untuk mengerjakan activity 2 yang ada dibuku. Guru kemudian menghampiri tempat duduk siswa special need. Guru bertanya kepada siswa special need apakah sudah paham atau belum dengan materi yang sudah dijelaskan. Siswa special need menjawab belum paham. Lalu guru menjelaskan ulang materi yang tadi disampaikan sebelumnya. Guru memberikan contoh kalimat yang lebih simple agar bisa dipahami siswa special need. Guru kemudian memberikan analogi-analogi tentang penggunaan simple present tense dan present continuous tense secara sederhana.</p> <p>Guru bertanya ke siswa special need. Guru berkata: “Action verb menggunakan verb berapa?”. Siswa menjawab : “Verb 1”. Kemudian setelah siswa special need sudah paham dengan materi, guru meminta siswa special need untuk mulai mengerjakan activity 2.</p> <p>Lalu guru berkeliling mengecek siswa regular yang sedang mengerjakan. Guru kemudian mengecek siswa lainnya. Siswa regular memanggil guru dan meminta untuk dijelaskan ulang bagian yang belum ia pahami. Guru menjelaskan ulang dengan memberikan analogi. Guru mengecek pemahaman siswa dan apakah siswa sudah selesai mengerjakan.</p> <p>Ketika siswa sudah selesai mengerjakan activity 2, lalu guru melanjutkan ke materi berikutnya. Guru</p>	
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	<p>menampilkan gambar yang ada di exercise 2 melalui LCD. Guru menunjuk salah satu siswa bernama siva untuk menyebutkan apa saja yang ada di gambar. Kemudian guru meminta siva untuk menunjuk satu teman lainnya untuk mendeskripsikan gambar tersebut. Lalu guru memberikan analogi beserta contoh. Guru menjelaskan materi yang berkaitan dengan gambar tersebut. Siswa regular dan special need memperhatikan. Kemudian guru memberikan contoh lain untuk memperjelas gambar.</p> <p>Setelah itu, guru meminta siswa untuk menganalisa gambar selama 30 detik. Lalu, guru meminta siswa untuk berpasang-pasangan. Guru menunjuk salah satu siswa regular untuk berpasangan dengan siswa special need sebagai tutor sebaya. Kemudian guru memberikan instruksi agar setiap siswa dengan pasangannya secara bergantian membuat kalimat dan siswa satunya untuk mengecek apakah kalimatnya sudah benar. Siswa yang kalimatnya benar mendapatkan 1 point.</p> <p>Setelah selesai, kemudian guru mengecek kembali siswa special need dan memancing siswa tersebut untuk aktif. Guru lalu berkeliling dan mengecek siswa regular lainnya. Guru lalu mengakhiri sesi speaking tersebut dan menanyakan ke siswa siapa yang kalimatnya benar semua dan diberi point tambahan. Kemudian guru menampilkan contoh soal dengan sebuah gambar dan pertanyaan dibawahnya. Guru kemudian memutar audio terkait contoh soal tersebut. Siswa diminta untuk menjawab pertanyaan berdasarkan gambar dan audio yang di putar. Setelah selesai, guru dan siswa bersama-sama mengecek jawaban tersebut dan guru memberikan pujian kepada semua siswa yang benar jawabannya. Siswa special need cenderung pasif tetapi tetap memperhatikan.</p>	
Penutup	<p>Guru mengajak siswa membuat spekulasi terkait materi pembelajaran.</p> <p>Guru : “Oke make on this picture. Setelah dijelaskan tadi ya, apa yang kita discuss tentang people, actionnya apa ya. What action are that. What object. Eee what kin of object them and the image. Nah after that you make speculation. I think atau I believe ya I believe they?...”.</p> <p>Queen : “I think I believe they are not playing football”.</p> <p>Guru : “The other word please, another word”.</p> <p>Queen : “Hahh, I think they are not having fun”.</p> <p>Guru : “ They are not having fun yaa. Ada lagi siapa yang mau buat speculation from this picture?”.</p> <p>(Siswa diam tidak merespon)</p>	Siswa special need cenderung pasif

	<p>Guru : “I think the parents.. eee they aja. They enjoy the game, ya?” Siswa : “Iya”. Guru : “Okay, so far so good?” Siswa : “Iya”. Guru : “So you close the speculation using I think, I believe, I supposed, They need, ya”.</p> <p>Setelah selesai, lalu guru memberi kesempatan siswa untuk bertanya terkait materi hari ini. Tidak ada siswa yang bertanya. Guru : “Question please?” Siswa : “No”. Guru : “No? Alright. Let’s try to activity.... Alright, one more exercise. Listen again put the information in order students hope hold it”. (Guru memutar audio dan siswa mulai menyimak sambil mengerjakan). Kemudian siswa dan guru membahas jawaban dari soal satu per satu hingga selesai.</p> <p>Guru kemudian memberikan tugas untuk di kerjakan di rumah. Guru memberi tahu rencana pembelajaran berikutnya. Guru : “To the next meeting, I need you to bring this book and will do in pairs ya, berpasangan. What we are to do relate to what is it.. describing an image”.</p> <p>Guru menutup sesi pembelajaran. Guru dan siswa sama-sama berdoa. Guru me review sedikit materi yang dipelajari hari ini. Guru mengingatkan tugas yang tadi diberikan untuk dikerjakan di rumah. Guru dan siswa sama-sama mengucapkan jargon guru: “English...” siswa : “I always learn”. Guru mengucapkan salam dan siswa menjawab. Guru kemudian mematikan laptop dan keluar dari kelas.</p>	
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Catatan Lapangan (Field Note) 2

Hari/ Tanggal : Selasa, 15 Agustus 2023

Kelas/ Sekolah : XI B/ SMP Al Irsyad Al Islamiyyah Purwokerto

Mata Pelajaran : Bahasa Inggris

Waktu : 10.05-11.25 WIB

	Deskripsi	Keterangan
Pembukaan	<p>Guru membuka pintu dan masuk ke dalam kelas. Guru meletakkan laptop dimeja kemudian duduk. Kemudian, guru meminta ketua kelas untuk memimpin berdoa. Siswa dan guru berdoa bersama. Lalu siswa berdiri dan memberikan salam. Guru lalu berdiri dan menjawab salam siswa. Guru dan siswa duduk kembali. Guru menanyakan kabar dan mengecek kehadiran siswa. Kemudian guru membuka laptop dan menyiapkan materi yang akan ditampilkan di LCD.</p>	<p>Siswa yang hadir berjumlah 22 siswa (20 siswa regular dan 2 siswa special need). 2 siswa special need bernama kaylani dan tsuraya.</p>
Inti	<p>Guru menampilkan gambar melalui LCD. Lalu guru mengajak siswa untuk bermain game tepuk 1..2..3. Semua siswa focus dan tidak ada yang kalah dalam game. Kemudian guru melanjutkan materi. Guru memancing pemahaman siswa melalui gambar yang ditampilkan di LCD sebagai tahap brainstorming. Guru bertanya ke siswa apa saja yang ada di gambar. Guru memancing respon siswa untuk aktif. Kemudian guru meminta siswa membaca deskripsi yang ada di gambar. Lalu guru meminta siswa untuk menyebutkan kalimat lain untuk mendeskripsikan gambar tersebut. Guru menjelaskan kembali instruksi yang ada di buku. Kemudian guru dan murid bersama-sama mendeskripsikan gambar tersebut. Guru menampilkan gambar selanjutnya. Lalu guru memberikan challenge berdasarkan gambar tersebut. Game berputar untuk satu kelas dimulai dari tempat duduk yang paling depan arah kiri. Challenge nya yaitu siswa diminta membuat kalimat lain berdasarkan gambar yang sudah ditampilkan untuk mendeskripsikan gambar tersebut. Siswa satu persatu bergiliran membuat kalimat. Pada saat giliran tiba ke siswa special need, guru membantu membimbing siswa tersebut membuat kalimat deskripsi. Setelah selesai, guru melanjutkan kembali materi.</p> <p>Guru menjelaskan instruksi yang ada di aktivitas selanjutnya yaitu membuat spekulasi berdasarkan gambar tersebut. Guru membimbing siswa membuat spekulasi berdasarkan gambar. Lalu guru mengarahkan siswa membuat kesimpulan tentang cara membuat deskripsi dari sebuah gambar. Guru memberikan tips cara membuat deskripsi berdasarkan</p>	

	<p>gambar. Siswa menulis tips tersebut. Setelah selesai, kemudian guru membahas activity 9 yang sebelumnya dijadikan PR. Guru menjelaskan instruksi dalam mengerjakan activity 9 tersebut. Guru memanggil salah satu siswa regular untuk menemani dan menjadi tutor sebaya untuk siswa special need. Guru meminta tolong untuk tutor sebaya membantu membimbing siswa special need dalam menyelesaikan soal yang ada di activity 9.</p> <p>Kemudian guru berkeliling mengecek hasil pekerjaan siswa, dan akhirnya mendekati tempat duduk siswa special need. Dua siswa special need duduk depan belakang. Guru menanyakan kepada siswa special need tentang pemahaman mereka terhadap soal yang dikerjakan. Kaylani terlihat pasif dan belum mengerjakan soal tersebut. Sedangkan Tsuraya terlihat beberapa kali bertanya dan dibimbing oleh tutor sebaya dalam mengerjakan soal. Kemudian, guru bertanya kepada kaylani soal mana yang belum paham. Kaylani menunjuk ke soal tersebut dan bertanya kepada guru cara mengerjakannya. Guru lalu menjelaskan ulang kepada kaylani tentang instruksi soal dengan penjelasan yang lebih sederhana agar siswa tersebut bisa memahami dan mengerjakan soal dengan benar. Salah satu siswa regular mendekati guru dan meminta izin ke guru untuk pergi ke toilet. Guru kembali melanjutkan penjelasan kepada kaylani. Guru memberikan analogi untuk mempermudah kaylani memahami materi yang berkaitan dengan soal tersebut. Kaylani mendengarkan dan beberapa kali masih terlihat bingung. Guru menjelaskan kembali dengan analogi.</p> <p>Guru : “Hot.. cold.. apa itu? Eee ini ini, tuh weathernya lagi apa tuh nggak ada ujan. Weather apa weather?”. (Guru sambil menunjuk ke arah luar jendela)</p> <p>Kaylani : “Cuaca”. (Dengan suara lirih)</p> <p>Guru : “Cuacaa.. okey kalau seasoning kira-kira apa cuacanya? Cuaca si ada apa aja ya?”.</p> <p>Kaylani : “Hujan”.</p> <p>Guru : “Hujan, rain. Terus?”.</p> <p>Kaylani : “Eeee”. (terlihat kebingungan)</p> <p>Guru : “Kalau kaylani mau kipas-kipas terus apa?”. (Guru mencontohkan dengan kipas-kipas badan)</p> <p>Kaylani : “Panas”.</p> <p>Guru : “Panas... panas apa?”.</p> <p>Kaylani : “Weather”.</p> <p>Guru : “Eee bukan weather. Belakangnya t.. eij oo ti”.</p> <p>Kaylani : “Eeee” (masih terlihat bingung).</p>	
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	<p>Guru : “eij oo ti. Aduhh it’s so...?” (Guru sambil mengipas-kipas badan).</p> <p>Kaylani : “ Hot”.</p> <p>Guru : “Haaa, it’s so hot. Berarti ini hot nggak?” (Sambil menunjuk ke buku).</p> <p>Kaylani : “Hot”.</p> <p>Disamping itu tsuraya dibimbing oleh temannya sebagai tutor sebaya dalam mengerjakan activity 9. Setelah beberapa kali penjelasan, kaylani mulai paham dan mulai mengerjakan soal kembali. Guru masih disamping kaylani untuk memantau perkembangan pemahaman kaylani dalam mengerjakan soal. Lalu kaylani terlihat bingung dan bertanya kepada guru dengan menunjuk salah satu soal. Lalu guru memberi penjelasan atas pertanyaan tersebut.</p> <p>Guru : “Kalau sun itu jadi sunny, berarti kalau rain menjadi apa?”</p> <p>Kaylani terlihat diam tidak merespon. Lalu guru mengulang kembali.</p> <p>Guru : “Kalau sunny itu dari sun menjadi sunny... Nah kalau rain menjadi rainy. Berarti akhirnya itu ditambah apa?”.</p> <p>Kaylani : “i..”.</p> <p>Guru : “Jadi ini jadi?”.</p> <p>Kaylani : “Rainy”.</p> <p>Guru : “Rainy betul. Nah terus kesini. Jadinya gimana tadi?”. (Guru sambil menunjuk ke buku)</p> <p>Guru : “It is? Nah berarti gimana it is snowy apa sunny?”.</p> <p>Kaylani : “Sunny”.</p> <p>Guru : “Sunny. Berarti it is?”.</p> <p>Kaylani menulis setiap kata dengan cara di dikte oleh guru.</p> <p>Guru : “It... is... it is sunny. S... u... n... n... y. Nah berarti tinggal dijelaskan tempatnya. Ini dimana tadi?”.</p> <p>Kaylani : “Rumah, at home”.</p> <p>Guru : “At home. Nah iya betul, terus yang bagian ini dilanjutkan yuk”. (Guru sambil menunjuk ke arah buku)</p> <p>Guru : “Nah ini berarti tadi kata the bathroom ditambah tobe apa?”.</p> <p>Kaylani : “is”.</p> <p>Guru : “Iya betul, berarti kalau ini ini digabungin sama tadi yang clean jadinya gimana?”.</p> <p>Kaylani : “The bathroom is clean”.</p> <p>Guru : “Iya betul..pinter”.</p> <p>Siswa special need menulis jawaban di buku. Lalu guru bertanya kembali kepada kaylani.</p> <p>Guru : “Nah ini berarti dia memakai, memakai bahasa Inggrisnya apa?.</p>	
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	<p>Kaylani: "Wear".</p> <p>Guru: "Nah betul, tapi kalau present continuous tense itu ditambah -ing berarti tadi kata memakai jadi? Yang ini ditambah -ing". (Guru sambil menunjuk ke arah tulisan wear)</p> <p>Kaylani: "Wearing".</p> <p>Guru: "Nah iya betul.. nah terus ini kalau di depannya ada he berarti pakai?".</p> <p>Kaylani: "is".</p> <p>Guru: "Nah iya betul, he is terus tambah ini jadi?".</p> <p>Kaylani: "He is wearing".</p> <p>Guru: "Nah good, betul... awesome".</p> <p>Guru kemudian mengecek ke siswa special need (Tsuraya) yang duduk di depan Kaylani.</p> <p>Guru: "gimana?".</p> <p>Tsuraya: "udah usth".</p> <p>Guru: "Oh iya bagus.. hebat".</p> <p>Guru kemudian melanjutkan materi.</p> <p>Guru: "I think the picture is taken by professional photographer. Clear?".</p> <p>Siswa: "Clear".</p> <p>Guru: "Question? Pertanyaan?".</p> <p>Siswa: "No".</p> <p>Guru: "Eheem, they implied that the weather is sunny. Jelas, itu spekulasinya dari gambar ya. It's in tropical area is summer? Jadi di negara tropis ya musimnya musim summer ya. Ini kesimpulannya, mau ditulis boleh, kalau nggak nanti ustadzah kirim ke walas kalian boleh. Question? Jadi yuk simpulkan bareng-bareng. How to describe the picture? What you should do? First? Louder, one two three".</p> <p>(Siswa bersama-sama membaca slide yang ditampilkan sampai selesai)</p> <p>Guru: "Any question? No? Okey, sudah selesai berarti saatnya kalian pulang. Saatnya kalian back to activity seven ya, activity seven. Nah activity seven ngapain? Mungkin ada yang udah mengerjakan di rumah?".</p> <p>Guru mengganti slide materi yang ditampilkan di proyektor.</p> <p>Guru: "Okay we are going to describe the photo student B and student A ya kemarin ya. Sudah diputuskan siapa yang jadi student A dan student B?".</p> <p>Siswa: "Belum".</p> <p>Guru: "Belum, student B berarti gambar yang ini. Eee langsung aja ya kita langsung deskripsikan yang A dan B. Lihat di halaman berapa. Student A describe picture in pairs in 153. Student B, you make describe the image in on the page 155, silahkan. Aaa I need your help, Athaya and Syakira ya. Pliss help me to guide your friend ya, you will be with Tsuraya, and Athaya</p>	
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	<p>with Kaylani, ya”. (Guru menunjuk beberapa siswa menjadi tutor sebaya)</p> <p>Guru : “Nah, caranya tadi sama ya, first you have to apa tadi?”.</p> <p>Siswa : “Step the first image”</p> <p>Guru : “Step the first image that you see in the picture. Nah kalau sudah lanjut deep detail information. Nah sudah, do you know? What you have to do?”.</p> <p>Siswa : “Yes”.</p> <p>Guru : “Okey, ditulis dulu di buku tulis. Nah inget-inget tadi langkah-langkahnya yang pertama sebutkan dulu first image. Nah berarti Kaylani ini ya”.</p> <p>Guru mendekati tempat duduk Tsuraya.</p> <p>Guru : “Raya gimana? Kamu A apa B?”</p> <p>Tsuraya : “B”.</p> <p>Guru mendekati siswa special need dan membantu membimbing siswa tersebut untuk membuat kalimat. Siswa special need juga dibantu teman yang menjadi tutor sebaya dalam membuat kalimat.</p> <p>Guru : “Ooh sudah sampai sini ya”.</p> <p>Kaylani : “Iya”.</p> <p>Guru : “Cahaya, nah cahaya berarti apa?”</p> <p>Kaylani : “Light”.</p> <p>Guru : “Light, terus light yang cerah?”</p> <p>Kaylani : “Bright”.</p> <p>Guru : “Nah iya betul, jadi the light is bright. Yuk tulis sini”.</p> <p>Selesai menulis Kaylani bertanya,</p> <p>Kaylani : “Ini bersih, clean?”</p> <p>Guru : “Iya betul, ingat kan? Berarti tadi gimana? The bathroom is clean. Ayok tulis c.. l.. e.. a.. n”.</p> <p>Guru : “Lanjut, sekarang weathernya. The weather is...”.</p> <p>(Guru mendikte dan siswa special need menulis)</p> <p>Kaylani : “sunny”.</p> <p>Guru : “Iya betul, the weather is sunny”.</p> <p>Guru : “Iya ini terus dia memakai kaos, kaos tadi apa?”</p> <p>Kaylani: “eee” (terlihat bingung).</p> <p>Guru : “T-shirt iyah, tulisannya gimana?”.</p> <p>Kaylani: (Diam dan terlihat bingung)</p> <p>Guru : “T.. s.. h.. i.. r.. t. Nah terus memakai apa?”</p> <p>Kaylani : “Eee wear”.</p> <p>Guru : “Nah betul, tapi tapi kan ada apa actionnya? pakainya verb -ing, jadi?”</p> <p>(Kaylani diam)</p> <p>Guru : “Ditambahkan -ing, jadinya apa?”</p> <p>(Kaylani diam)</p> <p>Guru : “Kan ini sudah betul, nah ini verbnya ditambah -ing. Jadi berubah jadi apa?”.</p>	
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	<p>Kaylani : “Verb ing”.</p> <p>Guru : “Iya berarti ini verbnya wear sama -ing, jadinya apa?”</p> <p>Kaylani : “Wearing”.</p> <p>Guru : “Nah iya betul, berarti jadinya he is... tadi pakanya apa?”</p> <p>Kaylani : “Wearing”.</p> <p>Guru : “Alright, berarti ditulisnya he ...?”</p> <p>Kaylani : “He is wearing”.</p> <p>Guru : “Iya betul, lanjut iya gambar dia sedang terbang. Terbang apa?”.</p> <p>Kaylani : “fly”.</p> <p>Guru : “Berarti ditambah -ng jadi?”.</p> <p>Kaylani : “Flying”.</p> <p>Guru : “Iya betul. Terus lanjut ini orangnya keliatannya happy nggak?”</p> <p>Kaylani : “Nggak”.</p> <p>Guru : “Sedih, nah berarti feelingnya apa? Sedih apa?” (Kaylani diam)</p> <p>Guru : “Nah kalau senang happy, kalau sedih? Depan nya s hayoo belakangnya d’”.</p> <p>Kaylani : “Sad”.</p> <p>Guru : “Sad, betul. He is sad, nah iya tulis ya. Nanti”.</p> <p>Siswa special need kemudian menulis, lalu guru maju untu mengecek Tsuraya.</p> <p>Guru : “Sudah sampai mana? Finish”.</p> <p>Tsuraya : “Sudah ini simple usth”.</p> <p>Guru : “Ooh iya simple it’s okey”.</p> <p>Tsuraya : “Kalau ini yang bored gimana usth?”</p> <p>Guru : “He is bored iyaa, bisa juga nanti I think the boy is bored, iya very good”.</p> <p>Kemudian guru berkeliling mengecek hasil pekerjaan siswa regular. Setelah selesai guru maju ke depan dan mengingatkan kembali instruksinya.</p> <p>Guru : “You make it paragraph ya. Tadi hanya guideline aja yang weather nya bagaimana, people nya bagaimana. Guideline to make you easier to mentioning the things ya. Nah ini nih guideline, biar kalian tuh runtut ya menyebutkan benda-bendanya disitu ya”. (Guru sambil menunjukan materi yang ada di layar)</p> <p>Setelah waktu mengerjakan habis, guru meminta siswa mempresentasikan hasil pekerjaannya.</p> <p>Guru : “Who has done? Siapa yang sudah selesai? You and your partner can come forward”.</p> <p>Siswa regular maju untuk presentasi. Setelah selesai, kemudian guru menunjuk Tsuraya dan Syakira untuk mempresentasikan hasil pekerjaannya. Tsuraya dan temennya mulai membaca secara bergantian. Tsuraya mempresentasikan dengan suara yang kecil dan</p>	
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	<p>terlihat masih malu. Setelah selesai, guru memberi applause dan diikuti oleh seluruh siswa di kelas. Kemudian guru memberi kesempatan untuk kaylani dan temannya, tetapi kaylani belum selesai mengerjakan. Lalu guru memberi kesempatan untuk siswa reguler lainnya untuk presentasi. Disamping itu, tutor sebaya membantu kaylani menyelesaikan tugasnya. Karena waktu pembelajaran sudah hampir habis, sehingga guru meminta semua siswa yang belum presentasi untuk berdiri dan presentasi bergantian dengan temannya secara serentak. Kaylani kemudian presentasi bersama temannya secara bergantian. Suara kaylani pelan dan sangat kecil, terlihat kurang percaya diri. Setelah selesai, guru meminta semua siswa untuk duduk.</p>	
Penutup	<p>Guru mengajak siswa untuk me review materi hari ini. Guru membimbing siswa untuk menyimpulkan materi hari ini.</p> <p>Guru membimbing siswa untuk menyebutkan materi-materi yang sudah dipelajari hari ini. Bel berbunyi. Setelah selesai guru menutup pembelajaran. Guru meminta ketua kelas untuk menyiapkan berdo'a. Siswa berdiri memberikan salam. Guru menjawab salam. Guru mengingatkan bahwa pertemuan depan akan ada penilaian. Guru keluar dari kelas.</p>	

Catatan Lapangan (Field Note) 3

Hari/ Tanggal : Rabu, 16 Agustus 2023
 Kelas/ Sekolah : XI B/ SMP Al Irsyad Al Islamiyyah Purwokerto
 Mata Pelajaran : Bahasa Inggris
 Waktu : 08.30-10.05 WIB

	Deskripsi	Keterangan
Pembukaan	<p>Guru membuka pintu dan masuk ke dalam kelas. Guru meletakkan laptop dimeja kemudian duduk. Kemudian, guru meminta ketua kelas untuk memimpin berdoa. Siswa dan guru berdoa bersama. Lalu siswa berdiri dan memberikan salam. Guru lalu berdiri dan menjawab salam siswa. Guru dan siswa duduk kembali. Guru menanyakan kabar dan mengecek kehadiran siswa.</p>	<p>Siswa yang hadir berjumlah 23 siswa (21 siswa regular dan 2 siswa special need). 2 siswa special need bernama kaylani dan tsuraya.</p>
Inti	<p>Guru mengingatkan bahwa hari ini ada penilaian. Guru menjelaskan teknis cara mengerjakan soal. Guru menjelaskan system penilaian dari masinsg-masing soal. Guru menjelaskan teknik penilaian formative. Guru menjelaskan intruksi dan bagian mana soal yang harus dikerjakan. Siswa memperhatikan guru sambil menandai soal-soal yang harus dikerjakan di buku. Setelah selesai, guru memberi kesempatan siswa untuk bertanya. Tidak ada siswa yang bertanya. Guru kemudian memberikan siswa waktu 35 menit untuk mengerjakan soal, dimulai dari pukul 09. 10- 09.45 WIB.</p> <p>Guru : “Kalau latihan soal per aktivitas itu kalian aktif, belum paham tanya, belum paham tanya, InsyaAllah ketika kalian mendapatkan formative, you will doing it. Clear ya? Any question?”</p> <p>Siswa : “No”.</p> <p>Guru : “Okay, if there is no question. I would like you to start enjoying the formative class ya. Pliss open your book on page 126 ”.</p> <p>(Siswa kemudian membuka buku dan halaman yang disebutkan).</p> <p>Guru : “Iya sudah? Okay. How many question are there or how many task?”</p> <p>Siswa : “Five”.</p> <p>Guru : “Five. Okay, you may open your book. Sifatnya open book seperti worksheet- worksheet sebelumnya. Ada yang mau ditanyakan?”</p> <p>Siswa : “No”.</p> <p>Guru : “Tidak ada, okey. I will tell you what you should do in it’s task. Task 1, choose the correct answer to complete the sentences, understand?”</p> <p>Siswa : “Yes”.</p>	

	<p>Guru : “Number two, complete the article with a, an, the, or no article. Then, match the answer (1-8) with the rules (A-F). Tinggal di masukkan ke situ ya melengkapi artikel. Clear?”</p> <p>Siswa : “Yes”.</p> <p>Guru : “Okay lengkapi artikel. Task 3, choose the correct word to complete the sentences. Clear?”</p> <p>Siswa : “Yes”.</p> <p>Guru : “Activity 4, complete the second sentences, so that it has a similar meaning to the first sentence. Use the words into the brackets. Ini yang butuh analisa lebih ya, ada dua sentence atau apa itu kalimat tanya ya. Ada yang bentuknya pertanyaan ada yang bentuknya statement. Clear?”</p> <p>Siswa : “Yes”.</p> <p>Guru : “Analisa betul-betul, konteksnya apa. Then the last, complete the news story with those words/phrases. You do not need three of your word/phrases. Ada tiga kata yang tidak perlu berarti itu sama completing the article text. Question?”</p> <p>Siswa : “No”.</p> <p>Guru : “Okay, your time will start right now until 09. 45 ya, and I will take your result. Clear?”.</p> <p>Siswa : “Yes”.</p> <p>Guru : “Okay for khaylani and tsuraya. Pliss mbak Athaya and Naila you can moving here”. (Guru meminta beberapa anak untuk menjadi tutor sebaya bagi siswa special need).</p> <p>Kemudian guru mendekati siswa special need yaitu tsuraya dan kaylani. Guru menunjukkan jumlah soal yang harus dikerjakan oleh siswa special need. Guru meminta siswa special need menandai soal yang akan dikerjakan. Guru menjelaskan ulang instruksi dari setiap soal kepada siswa special need. Guru menanyakan ke siswa apakah ada pertanyaan yang belum dipahami. Siswa special need menunjuk beberapa soal. Guru memberikan penjelasan ulang berupa analogi agar siswa special need dapat memahami soal. Guru membantu membimbing siswa special need dalam mengerjakan soal. Lalu guru meminta tolong kepada tutor sebaya apabila siswa special need membutuhkan bantuan. Kemudian guru berkeliling dan mengecek siswa regular lainnya.</p> <p>Siswa special need mulai mengerjakan soal. Guru mengecek setiap siswa regular satu per satu dan menanyakan apakah ada kesulitan. Guru kembali mengecek siswa special need (kaylani) dan membantu mengarahkan kaylani dalam</p>	
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	<p>mengerjakan soal. Guru memberikan penjelasan berupa analogi kepada kaylani agar dapat menjawab soal. Siswa regular lain memanggil guru karena ingin bertanya. Guru mendatangi siswa regular tersebut. Setelah selesai, guru kembali menuju ke tempat duduk kaylani untuk memantau hasil pekerjaannya. Tsuraya menengok ke arah belakang dan melihat ke arah kaylani. Kemudian guru melanjutkan dengan memberikan penjelasan berupa analogi-analogi kepada kaylani untuk menjawab soal. Siswa regular lain memanggil guru</p> <p>Guru : “Kalau present tobe nya apa?” (Kaylani diam)</p> <p>Guru : “Tobe nya am, is are ya. Jadi ini ditambah tobe ya”. (Kaylani mengangguk dan menulis jawaban)</p> <p>Kemudian guru mendekati Tsuraya</p> <p>Guru : “Nah ini udah bener. Take a look on the noun. It is uncountable. Kalau pluralnya pakai were kalau singularnya pakai was. Iya jadi ini diganti were”. (Tsuraya mengangguk dan menulis jawaban)</p> <p>Guru : “Nah ini bendanya kalau bisa dihitung ini ada satu atau banyak?”</p> <p>Tsuraya : “Banyak”.</p> <p>Guru : “Kalau banyak tobenya is, am, atau are?”</p> <p>Tsuraya : “Are”.</p> <p>Guru : “Iyaa, jadi ini dimasukkan kesini”.</p> <p>Tsuraya : “Gini usth?”</p> <p>Guru : “Nah iya betull”.</p> <p>Guru kembali ke meja khaylani</p> <p>Guru : “Sudah sampai mana?”</p> <p>Khaylani : “Ini usth”.</p> <p>Guru : “Okey yang ini belum ya, ini bendanya bisa dihitung nggak?”</p> <p>Khaylani : “Bisa”.</p> <p>Guru : “Ada berapa? Satu atau banyak?”</p> <p>Khaylani : “Satu”</p> <p>Guru : “Nah kalau satu pakaiannya am, is, atau are?”</p> <p>Khaylani : “eee ”. (terlihat bingung)</p> <p>Guru : “Jumlahnya cuma satu? Are atau is?”</p> <p>Guru : “Pakainya yang... is. Jadi ini dimasukkan is ya”</p> <p>Khaylani : “Iya usth”.</p> <p>Kemudian guru memanggil aid teacher untuk membantu membimbing kaylani dalam mengerjakan soal. Guru mendekati siswa regular yang tadi sempat memanggil. Setelah siswa bertanya terkait soal yang double, lalu guru memberikan penjelasan di depan kelas. Aid teacher</p>	
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	<p>membantu membimbing siswa berkebutuhan khusus mengerjakan soal tersebut. Tiba-tiba siswa special need dari kelas lain lari dan masuk ke dalam kelas dan berlari menghampiri aid teacher. Siswa tersebut bernama Zhalfa. Lalu wali kelas menghampiri zhalfa dan mengantar siswa tersebut untuk kembali ke kelasnya. Aid teacher kembali membantu kaylani untuk mengerjakan soal.</p> <p>Guru kembali mengecek kaylani. Guru membantu membimbing kaylani mengerjakan soal yang belum dijawab. Kaylani mendengarkan dan sambil menuliskan jawaban. Guru kemudian mengecek tsuraya dan bertanya apakah ada yang belum dipahami. Kemudian guru membantu menjelaskan kepada tsuraya dengan analogi terkait pertanyaan yang belum dipahami.</p> <p>Bel berbunyi. Guru kemudian meminta siswa berhenti mengerjakan dan mengumpulkan bukunya di meja paling depan.</p> <p>Guru : “Setelah ini pelajaran siapa?” Siswa : “Ustadz Andika”.</p> <p>Guru : “Okey. Iya silahkan kumpulkan di meja depan ya, yuh submit your book and we will discuss your answer next week, Insyallah ya”.</p> <p>Siswa : “Iyaa”.</p> <p>Guru : “Sudah diberi nama semua kan ya, okey good. Yuh dikumpulkan. Nah berarti nanti ketua kelas help me to bring the books to my room ya”.</p> <p>Guru meminta tolong untuk ketua kelas nanti setelah jam pulang sekolah membawakan buku ke ruangan guru tersebut. Siswa special need belum selesai mengerjakan sehingga diberikan waktu tambahan oleh guru sampai pulang sekolah.</p> <p>Guru : Kaylani, Tsuraya sudah?” Siswa : “Belum”.</p> <p>Guru : “Okay gapapa, selesaikan dulu, nanti jam pulang sekolah dikumpulkan ya”.</p> <p>Siswa special need mengangguk. Guru melarang siswa lain untuk mengganti atau menambahkan jawaban di buku yang sudah dikumpulkan di meja depan.</p>	
	<p>Guru menutup pembelajaran hari ini. Guru memberitahu rencana pembelajaran di pertemuan berikutnya. Guru meminta ketua kelas untuk menyiapkan berdoa. Setelah selesai siswa berdiri memberikan salam. Guru menjawab salam. Guru keluar dari kelas.</p>	

Appendix 5. Picture of Interview and Observation



Picture.1 Interview with an English Teacher (1)



Picture.2 Interview with an English Teacher (2)



Picture.3 Interview with an English Teacher (3)



Picture. 4 Observation Class Meeting 1



Picture 5. Observation Class Meeting 2



Picture 6. Observation Class Meeting 3

Appendix 6. Lesson Plan

MODUL AJAR KURIKULUM MERDEKA BAHASA INGGRIS SMP KELAS 9 _ ENGLISH CODE A2+

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Tunjung Salastina, S.S. & Waryanti, S.Pd.
Instansi	: SMP Al Irsyad Al Islamiyyah Purwokerto
Tahun Penyusunan:	Tahun 2023
Jenjang Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Fase	: D
Kelas/Semester	: 9 (Sembilan) / I (Ganjil)
Alokasi Waktu	: 18 JP / 9 X Pertemuan
Unit /Tema	: 1 / There's No Place Like Home
B. KOMPETENSI AWAL	
<ul style="list-style-type: none"> ▪ Peserta didik mengenal tentang kata sifat untuk mendeskripsikan tempat, kota dan bangunan. 	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> ▪ Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. ▪ Kebhinekaan global ▪ Mandiri ▪ Bergotong royong ▪ Bernalatr kritis ▪ Kreatif 	
D. SARANA DAN PRASARANA	
<ul style="list-style-type: none"> ▪ Alat Pembelajaran : Komputer / laptop, jaringan internet, proyektor ▪ Sumber Belajar (Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson), ▪ Lampu ruang kelas yang memadai ▪ Ruang kelas yang cukup luas 	
E. TARGET PESERTA DIDIK	
<ul style="list-style-type: none"> ▪ Peserta didik reguler/tipikal 	
F. JUMLAH PESERTA DIDIK	
<ul style="list-style-type: none"> ▪ Minimum 15 Peserta didik, Maksimum 35 Peserta didik 	
G. MODEL PEMBELAJARAN	
<ul style="list-style-type: none"> ▪ Tatap Muka menggunakan metode PPP (presentation-practice-production) dan Pre-While_Post Reading/Listening 	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
<ul style="list-style-type: none"> ❖ Capaian Pembelajaran (Fase D) : Listening and Speaking: Listening & Speaking : By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses. 	

Reading & Viewing : By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Writing & Presenting: By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

❖ **Tujuan Pembelajaran:**

Reading - Viewing

- Student can understand basic opinions expressed in simple language in short texts.
- Student can identify specific information in a simple factual text.

Listening - Speaking

- Student can express their opinions on familiar topics, using simple language.
- Student can identify specific events from short spoken descriptions.

Writing - Presenting

- Student can write basic instructions with a simple list of points.
- Student can write descriptions of everyday personal experiences.
- Student can describe the position of things in a picture using a range of fixed expressions.
- Student can use very basic connectors like 'and', 'but', 'so' and 'then'.

B. PEMAHAMAN BERMAKNA

- Some, any, how much, how many, all, a little, a few, a lot (of)
- Articles: a/an, the
- Noun + noun
- Adjective to describe places, town and buildings.
- Present tense & Present continuous for describing photo.
- Saying where things are: in, near, on, by
- Connectors: and, but, because, so
- Planning an event

C. PERTANYAAN PEMANTIK

- What do you like most about the place where you live?
- What do you think of the place/object on the page?
- Can you guess the country?
- Where do you usually go after school?
- What do you do there?
- What are the people doing?
- How often do you play game, and who with?
- How often do you go for a walk, and who with?
- What do you want to know about their hometown?
- What do you think is good about living in these places?

D. KEGIATAN PEMBELAJARAN

1. Kegiatan Pembukaan:

- Mengucapkan salam
- Berdoa menurut keyakinan masing-masing
- Mengecek kehadiran
- Mengecek kondisi kebersihan kelas
- Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar siswa tertib mengikuti proses pembelajaran

2. Kegiatan Inti

SPEAKING

Power up

1 Answer the questions.

How often do you:

- play computer/video games? Who with?
- go for a walk? Who with?

2 Look at the photo. What can you see? Read the exam tip. Choose the correct words to complete the description of the photo.



exam tip: tenses in photo descriptions
Use present tenses to describe a photo. Remember to use the present continuous for the actions in the photos.

This photo **'shows / showed'** a family at home. I can **'seeing / see'** the parents and their two daughters. They **'are / were'** in the living room. The adults **'sit / are sitting'** on the sofa and the girls **'are standing / stand'** behind it. The man and the woman **'were / are'** playing a video game and the girls **'watch / are watching'**. I think they **'enjoy / are enjoying'** the game.

4 Work in pairs. Look at the photo in Ex 2 for thirty seconds. Close your books and test your partner.

Is the woman on the right or left?
She's on the right.
Wrong! The man is on the right.

5 **1.6** Read the exam tip and complete the task.

exam tip: describing a photo
When you are describing a photo, imagine you are describing it to someone who can't see it. Include as much information as possible (e.g. people, buildings, objects, colours, clothes, time of day, weather).
Listen to a student describing the photo below. Which of these things does he talk about?

1 people	4 place	6 colours
2 actions	5 weather	7 clothes
3 time of day		



3 Read the useful language and look at the photo in Ex 2. Where are these people/things? What are the people doing?

- the man
- the window
- the big table
- the small table
- the girl with the grey top

The man is sitting on the sofa next to his wife. He's in front of his two daughters.

useful language: saying where things are
On the left ... / On the right ...
At the front ... / At the back ...
It's/They're in / on / under / next to / near / in front of / behind / between ...

6 **1.7** Listen again. Put the information in the order the student talks about it (1-6).

weather	___	people	1
clothes	___	feelings	___
actions	___	place	___

Speak up

7 **6** Work in pairs. Student A, turn to page 153. Student B, turn to page 155. Follow the instructions.

Pertemuan ke 6: 2 X 40 menit.

Prosedur Kegiatan:

a. Warm-up

- Peserta didik menganalisis sebuah cerita: 'You meet a teenager from a different area or country. Then you want to know about her/his hometown'.
- Peserta didik membuat list apa saja yang ingin diketahui dari teman yang dari beda negara.
- Peserta didik membuat list pendapatnya mulai dari yang paling penting.
- Peserta didik menyimak sebuah teks dari aktifitas 2.
- Peserta didik menjawab pertanyaan seputar teks.

b. Presentation

- Peserta didik menganalisis gambar pada aktifitas 3 p.16.



- Peserta didik menyampaikan pendapatnya tentang ‘What do you think is good about living in these places?’
- Peserta didik menyimak audio 1.8 tentang tempat.
- Peserta didik memasangkan informasi yang diperoleh dengan nama speaker.
- Peserta didik membandingkan pendapat speaker dalam audio dengan pendapatnya sendiri yang sudah dibuat sebelumnya.

c. Practice

- Peserta didik menyimak penjelasan materi tentang saying where things are: in, near, on, by dan connectors: and, but, so, because.
- Peserta didik membuat kalimat deskripsi tempat dengan menggunakan kata preposisi dan kata hubung secara tepat.
- Peserta didik menyimak kembali audio 1.9 dan menentukan informasi yang diperoleh dari audio terkait: ‘Where exactly Azra, Ewa and Carlos live? What is there for young people to do in each place?’
- Peserta didik dan guru mendiskusikan jawaban siswa dengan mengecek kembali melalui audio.
- Peserta didik mendiskusikan Latihan soal aktifitas 6 p.17 secara berpasangan.
- Guru mengecek jawaban siswa dengan cara menggali informasi dalam menemukan jawabannya.
- Peserta didik menentukan judul yang tepat untuk teks yang dipelajari sebelumnya.
- Peserta didik menjelaskan alasannya terkait pemilihan judul yang mereka pilih.
- Guru memberikan feedback dan apresiasi terhadap jawaban siswa.

d. Production

- Peserta didik membuat artikel deskriptif dengan judul ‘The Place I Grew Up’ sesuai dengan petunjuk yang ditentukan.
- Peserta didik menyusun ide dan kerangka artikel sesuai dengan format yang ditentukan.
- Peserta didik menuliskan artikel menggunakan setidaknya 100 kata.
- Peserta didik mempresentasikan hasil artikelnya di depan kelas.
- Guru memberikan feedback dan apresiasi terhadap penampilan siswa.

1 There's no place like home

WRITING

Power up

1 Imagine you meet a teenager from a different area or country. What do you want to know about their hometown? Put the ideas in order (1 = most important, 7 = least important).

- location
- population
- places where young people can hang out
- transport
- schools
- history
- problems for young people

Plan on

2 Your English teacher has asked you to do this task. Read it and answer the questions below.

Schools e-twinning programme

A school in Chicago USA is going to be our new twin school. The students there want to know about places in our country. Write an article in about 100 words about a town or city you know. Include information about the location, what you can do there and your own opinion. All the articles will go on the share site for other schools to read.

1 Who is going to read your article?

A just your teacher
B people your age
C the general public

2 What will make an interesting article?

A information and lists of numbers
B personal examples and opinions
C information, personal examples and opinions

3 Look at photos A-C. What do you think is good about living in these places? Share your ideas with the class.

useful language:
saying where things are
in the north/south/east/west
in the capital / the centre of / an area called / a region called ...
near the mountains / the capital / the border with ...
on the coast
by the sea/water

4 Listen to three students talking about the places in Ex 3. Match the speakers (1-3) with the photos (A-C). Then compare the speakers' ideas with your ideas from Ex 3.

1 _____ 2 _____ 3 _____

5 Read the useful language. How many true sentences can you make with the phrases in one minute?
Tijuana is near the border with the USA.

6 Listen again. Where exactly do Azra, Carlos and Ewa live? What is there for young people to do in each place?

explore language

connectors
Link your ideas with words like *and*, *but*, *because*, *so*:
and = more information *but* = something different
because = a reason *so* = a result
I like living in Turkey *because* I like the hot weather.

7 Read the language box and choose the correct words to complete the article Mikel wrote for the share site.

My hometown is Bilbao. 'In' / at the north of Spain. It's in an area called the Basque Country and 'be' / a city is 'near of' / near the coast and the mountains.
We have different local sports, 'so' / because I don't only play football. I also like it here 'so' / because there are 'any' / some interesting places to hang out. There's an art gallery but it isn't a boring, grey building. It looks like a ship and it has a huge statue of a dog 'in front of' / in front of it!
I think that life here is good! Bilbao isn't a very big city, but there's a lot to do 'and' / but people are friendly.

8 Mikel forgot to give his article a title. Which one would you choose? Why?

1 The history of my town
2 You couldn't live anywhere better!
3 A nice place to live
4 I hate it here!

Write on

9 Read the writing task. Complete the paragraph plan with ideas for your article. Make notes for each paragraph.

The place where I grew up
Where do you live? What can young people do there? How good is this place to grow up in? Write an article answering these questions and we will put it on our website!

Answer the first question in the writing task.

Paragraph 1

Answer the second question. Give examples.

Paragraph 2

Answer the last question. Give your opinion.

Paragraph 5

10 Write your article in about 100 words.

Improve it

11 Check your article. Did you:

1 answer all the questions in the task? 3 use connectors to link ideas?
2 present your ideas in paragraphs? 4 give your opinion?

Pertemuan ke 7: 2 X 40 menit.

Prosedur Kegiatan:

a. Warm-up

- Peserta didik dibagi menjadi kelompok secara berpasangan.
- Peserta didik menyimak gambar tentang sebuah aktifitas kebersamaan di sebuah negara.
- Peserta didik mendiskusikan jawaban dari pertanyaan pemantik: 'What kind of activities bring people together in your place/town?'
- Peserta didik membandingkan jawaban dengan peserta didik lainnya secara bergantian.
- Peserta didik menyimak video tentang 'Home town performance' dan menggali informasi terkait informasi secara GIS, Specific, dan Detail information.

b. Project and Review

- Peserta didik bekerja secara kelompok yang terdiri dari 4-5 siswa secara heterogen.
- Peserta didik mendiskusikan untuk membuat sebuah proyek rencana kegiatan untuk kota/tempat mereka tinggal yang meliputi:
 - What is the event (a performance, a festival, a community event, a sports event, etc.)?
 - When and where is it?
 - How will you prepare for it?
 - What things do you need for it?
 - How long is it?
- Peserta didik menganalisis peran serta orang terkenal di tempat tinggal mereka yang mungkin bisa terlibat dalam kegiatan yang mereka rancang, dan seperti apa perannya dalam kegiatan tersebut.
- Peserta didik mempresentasikan hasil kerjanya secara kolaboratif dan aktif.
- Guru memberikan feedback dan apresiasi terhadap penampilan peserta didik.

Pertemuan ke 8: 2 X 40 menit.

Prosedur Kegiatan:

a. Warm-up

- Peserta didik mereview kosakata yang sudah dipelajari di unit 1 secara berpasangan.
- Peserta didik mengamati instruksi pengerjaan worksheet dari guru.

b. Practice

- Peserta didik mengerjakan worksheet unit 1 secara jujur.
- Peserta didik dan guru mendiskusikan jawaban melalui tanya jawab secara komunikatif.
- Guru memberikan feedback dan mengapresiasi hasil pekerjaan peserta didik.

UNIT CHECK

1 Complete the sentences with the correct words.

bike rack bus stop crossing pavement rubbish bin seat

- The cinema is on the other side of the road, so we need to find a _____.
- Shall we sit on this _____, and have a rest for a few minutes?
- I'll wait for you on the _____ outside the department store, then we can go in together.
- Don't drop that paper on the ground - put it in the _____!
- Hurry up, we need to get to the _____ before 10.30!
- Lots of people cycle to college, so there's a big _____ there.

4 Complete the sentences with *a/an, the* or no article (-).

- I need to get _____ new phone.
- There's a big department store in _____ city centre.
- It might rain, so take _____ umbrella with you.
- My sister doesn't eat _____ meat.
- It's often hot and sunny in the south of _____ Italy.
- Are you _____ student?
- My uncle travels all over _____ world.
- I don't like _____ bananas.
- Can you speak _____ French?
- My aunt has bought _____ new house. She really likes _____ house, but she doesn't like her neighbours!
- A lot of _____ people come to _____ UK to work.
- Let's meet at _____ swimming pool in _____ hour.

2 Read the clues and complete the words.

Where are we?

<p>1 You can play tennis and football here. s_o_s_c_ _ _ _ _ e</p>	<p>4 A lot of people live in one of these. a_ _ t m_ _ t b_ _ k</p>
<p>2 People take their skateboards here. s_ _ e p_ _ k</p>	<p>5 You can buy lots of different things here. d_ _ i m_ _ t s_ _ e</p>
<p>3 You can see famous paintings here. a_ _ g_ _ _ _ y</p>	<p>6 Families play in the water here. a_ _ m_ _ g p_ _ l</p>

5 Choose the correct words in the dialogues.

A: How 'many / much' people do you want to invite?
B: Only a 'few / little.'

A: There are 'some / any' great shops in this town!
B: Yes, but there aren't 'some / any' that are cheap enough for me!

A: 'All / Every' the parks in the city are very popular.
B: I know. I walk through the park 'a lot of / every' day when it's sunny.

A: How 'many / much' money have you got?
B: Only 'a little / some'. Not enough for a pizza!

3 Complete the sentences with the correct words.

clinic college factory information centre
palace police station stadium

- I've got an appointment to see the doctor at the _____ next week.
- Two officers arrested the thief and took him to the _____.
- They make engines for aircraft in this _____.
- The king and queen live in a beautiful _____ in the old city.
- I want to go to _____, and study business.
- More than 20,000 fans watch their team play every week at this _____.
- They have lots of information about sightseeing and local events at the tourist _____.

6 Read the blog post about home. Choose the best words to complete it. There are two words you don't need.

all any every few how lot much some

It's only when you go away that you find out ¹ _____ much home means to you. I spent six weeks in South America last summer. It was a great experience, but there were a ² _____ of things that I missed about home. The first thing was friends! Of course, I made a ³ _____ new friends, but new friends just aren't the same as old ones! Then there was my family. At home, my sister seems to do at least one thing to annoy me ⁴ _____ day, but when I was hundreds of miles away I was amazed how fond of her I felt! There are ⁵ _____ things that always feel strange when you're away from home - like sleeping in a different bed and eating different food. And of course you can't be in a bad mood - you have to be polite and cheerful ⁶ _____ the time, which isn't easy!

3. Prosedur Penutup :

- Pada tahapan ini guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.

4. Kegiatan Penutup

- Peserta didik menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.
- Peserta didik mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.
- Peserta didik yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
- Peserta didik mengucapkan salam.

E. ASESMEN / PENILAIAN

a. Indikator penilaian praktik:

No	Nama Siswa	Aspek									Rata-rata
		Kelancaran			Ketuntasan			Pelafalan			
		1	2	3	1	2	3	1	2	3	
1.											
2.											
3.											

Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:

1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

b. Indikator penilaian tugas/worksheet

No Soal	Indikator soal	Score	
		Benar per nomor	Salah per nomor
Act. 1	Disajikan kalam rumpang tentang describing place/town, peserta didik menentukan kosakata yang tersedia untuk melengkapi secara tepat.	1	0
Act. 2	Disajikan kosakata rumpang tentang nama tempat, peserta didik melengkapi untuk membentuk kosakata yang bermakna berdasarkan clue yang disajikan secara tepat.	1	0
Act. 3	Disajikan kalam rumpang tentang describing place/town, peserta didik menentukan kosakata yang tersedia untuk melengkapi secara tepat.	1	0
Act. 4	Disajikan kalimat rumpang, peserta didik menentukan 'article' untuk melengkapinya dengan tepat.	1	0
Act. 5	Disajikan dialog tentang describing place/town, peserta didik menentukan adjective of quantifier dengan tepat sesuai dengan konteks.	1	0
Act. 6	Disajikan deskriptif teks rumpang tentang place/town, peserta didik menentukan quantifier yang tersedia dengan tepat sesuai dengan konteks.	1	0
Total score		50	

Rubrik Penilaian:

Jumlah benar X 2 50 x 2 = 100

c. Indikator penilaian harian:

No Soal	Indikator soal	Score	
		Benar per nomor	Salah per nomor
1-8	Disajikan teks rumpang tentang describing place, peserta didik menentukan penggunaan 'article' dengan tepat.	1	0
9-16	Disajikan kalimat rumpang tentang present tense, peserta didik menentukan adjective of quantifier dengan tepat.	1	0
17-25	Disajikan pertanyaan pilihan ganda, peserta didik menentukan article atau quantifier secara benar.	1	0
26-36	Disajikan kalimat rumpang, peserta didik menentukan kosakata tentang nama tempat/kota yang tersedia untuk melengkapinya dengan tepat.	1	0
37-44	Disajikan kalimat tentang describing place/town, peserta didik menentukan kosakata yang benar untuk melengkapinya secara tepat.	1	0
45-50	Disajikan pertanyaan dan pilihan jawaban tentang describing place/town, peserta didik memasangkan pertanyaan dengan respon yang tersedia dengan tepat.	1	0
Total score		50	

Rubrik Penilaian:

Jumlah benar X 2 50 x 2 = 100


F. KEGIATAN PENGAYAAN DAN REMEDIAL**Pengayaan**

- Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 2, yaitu:
 1. Peserta didik merancang dan membuat artikel tentang sebuah tempat yang pernah mereka kunjungi dalam 100 kata.
 2. Peserta didik merekam dalam bentuk vlog sederhana dan dikirim tautanya ke drive guru.

Remedial

- Remedial: Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:
 1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.
 2. Siswa melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran.

Appendix 7. The Official Letter of Research Conduction



مدرسة الإرشاد الإسلامية المتوسطة
YAYASAN AL IRSYAD AL ISLAMIYYAH
SEKOLAH MENENGAH PERTAMA
AL IRSYAD AL ISLAMIYYAH PURWOKERTO
 Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp.: (0281) 638185 Fax.: (0281) 643250
 Website: www.smpalirsyadpwt.sch.id • E-mail: info@smpalirsyadpwt.sch.id

SURAT KETERANGAN
 No. 529/10307/L-E.4/IV-2023

Yang bertanda tangan di bawah ini:


Nama : **Eko Suwardi, S.Pd.**
 NIP : **2010.11.1.0144**
 Jabatan : Kepala SMP Al Irsyad Al Islamiyyah Purwokerto
 Kecamatan Purwokerto Timur Kabupaten Banyumas
 Propinsi Jawa Tengah

menerangkan dengan sesungguhnya bahwa:

1. Nama : **RAHAYU ADINDA SAHRA**
2. NIM : 1917404100
3. Prodi : Tadris Bahasa Inggris
4. Instansi : UIN Profesor Kiai Haji Saifuddin Zuhri

telah melakukan observasi pada tanggal 7 Maret 2023 di SMP Al Irsyad Al Islamiyyah Purwokerto.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 5 April 2023
 Kepala Sekolah

Eko Suwardi, S.Pd.
NIP. 2010.11.1.0144

Appendix 8. The Official Letter of School Research



مدرسة الإرشاد الإسلامية المتوسطة
YAYASAN AL IRSYAD AL ISLAMIYYAH
SEKOLAH MENENGAH PERTAMA
AL IRSYAD AL ISLAMIYYAH PURWOKERTO
 Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp.: (0281) 638185 Fax.: (0281) 643250
 Website: www.smpalirsyadpwt.sch.id • E-mail: info@smpalirsyadpwt.sch.id

SURAT KETERANGAN
 No. 242/10307/L-E.4/XII-2023

Yang bertanda tangan di bawah ini:

Nama : **Mustamim Luthfi, S.Pd.I**
 Jabatan : Kepala SMP Al Irsyad Al Islamiyyah Purwokerto
 Kecamatan Purwokerto Timur Kabupaten Banyumas
 Propinsi Jawa Tengah

menerangkan dengan sesungguhnya bahwa:

1. Nama : **RAHAYU ADINDA SAHRA**
2. NIM : 1917404100
3. Prodi : Tadris Bahasa Inggris
4. Instansi : UIN Profesor Kiai Haji Saifuddin Zuhri
5. Judul : Teachers Problems in Teaching English with Level of Common European Framework of References for Students with Special Need (A case study in Inclusive Class at SMP Al Irsyad Al Islamiyyah Purwokerto)

telah melakukan penelitian pada tanggal 18 Juli 2023 sampai 30 Agustus 2023 di SMP Al Irsyad Al Islamiyyah Purwokerto.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 4 Desember 2023
 Kepala Sekolah

Mustamim Luthfi, S.Pd.I



Appendix 9. The Official Letter of Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
 No. No. B.748.Un.17/FTIK_JTBI/PP.00.9/04/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"TEACHERS' PROBLEM IN TEACHING ENGLISH WITH LEVEL OF COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR STUDENTS WITH SPECIAL NEED (A case study in Inclusive Class at SMP Al Irsyad Al Islamiyyah Purwokerto)"

Sebagaimana disusun oleh :

Nama : Rahayu Adinda Sahra
 NIM : 1917404100
 Semester : 8
 Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 10 April 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 13 April 2023


 Kordinator Prodi Tadris Bahasa Inggris
 NIP. 19212152018012003
 Murtajah, S.S., M.Pd.


 Murtajah, S.S., M.Pd.

Appendix 10. The Letter of Thesis Guidance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Rahayu Adinda Sahra
 No. Induk : 1917404100
 Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ TBI
 Pembimbing : Khairunnisa Dwinalida, M. Pd.
 Nama Judul : Teacher' Problems in Teaching English with Level of Common European Framework of Reference for Students with Special Needs (A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Senin, 19/06/2023	Bimbingan bab 1-3 dan bimbingan instrumen penelitian	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
2.	Senin, 02/09/2023	Bimbingan bab 4 (findings) dan buat tabel transkrip wawancara	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
3.	Rabu, 6/09/2023	Bimbingan bab 4, merapikan hasil interview dan observasi	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
4.	Kamis, 21/09/2023	Bimbingan bab 4 menambahkan tema pembahasan	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
5.	Rabu, 27/09/2023	Bimbingan bab 4, menyusun pembahasan dan merapikan hasil observasi	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
6.	Senin, 25/10/2023	Bimbingan bab 3 dirapikan grammar dan tense	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
7.	Kamis, 02/11/2023	Bimbingan bab 4, discussion diperbaiki dan digabung findings.	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
8.	Selasa, 28/12/2023	Bimbingan bab 1-4, bab 4 dirapikan findings.	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>
9.	Jumat, 29/12/2023	Bimbingan bab 1-5 dan Acc Munawarrah	<i>Khairunnisa Dwinalida</i>	<i>Rahayu Adinda Sahra</i>

Dibuat di : Purwokerto
 Pada tanggal: 29 Desember 2023
 Dosen Pembimbing

Khairunnisa Dwinalida

Khairunnisa Dwinalida, M. Pd.
 NIP. 199211152019032034

Appendix 11. The Letter of Comprehensive Examination



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-1133Un.19/WD1.FTIK/PP.05.3/05/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Rahayu Adinda Sahra
NIM : 1917404100
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 11 Mei 2023
Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 15 Mei 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001



Appendix 12. The Letter of Library Donation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://ib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-5070/Un.19/K.Pus/PP.08.1/12/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : RAHAYU ADINDA SAHRA

NIM : 1917404100

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan (menghibahkan) buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan Judul, Pengarang, Tahun dan Penerbit ditentukan dan atau disetujui oleh Kepala Perpustakaan.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya.

Purwokerto, 27 Desember 2023



Kepala,

Indah Wijaya Antasari

Appendix 13. Curriculum Vitae

Curriculum Vitae

A. Personal Detail

1. Name : Rahayu Adinda Sahra
2. Students Number : 1917404100
3. Place, Date of Birth : Banyumas, May 1st 2001
4. Address : Gandatapa street, RT 02/RW 02, Sumbang,
Banyumas

B. Educational Background

1. Formal Education
 - a. TK Pertiwi Gandatapa
 - b. SDN 03 Gandatapa
 - c. SMPN 2 Sumbang
 - d. SMKN 1 Purwokerto
- e. Non-Formal
 - a. Manbaul Husna Islamic Boarding School

C. Organization Experiences

1. Div. Pendidikan, Kemahasiswaan dan Olahraga, HMJ TBI 2020/2021
2. CO Div. Writing, Komunitas Javelin 2020/2021
3. PMII Rayon Tarbiyah
4. Kemendikbud, DEMFA Fakultas Tarbiyah, 2021/2022

Purwokerto, 29 December 2023



Rahayu Adinda Sahra

S.N. 1917404100

Appendix 14. Turnitin Check

Dipindai dengan CamScanner