

**ENGLISH TEACHING STRATEGIES ON INCLUSIVE CLASS
AT SMP PERMATA HATI PURWOKERTO**



THESIS

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

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declare that this thesis script is entirely my own research outcome or work, except some parts the sources of which are cited.

In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 15th October 2019

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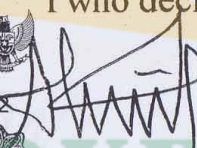
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**ENGLISH TEACHING STRATEGIES ON INCLUSIVE CLASS
AT SMP PERMATA HATI PURWOKERTO**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

"Hidup adalah keberanian menghadapi tanda tanya."

(Soe Hok Gie)



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DEDICATION

This thesis dedicated for my special people who are supported me to keep struggling to get better future:

1. My beloved Mother and Father, I love you so much.
 2. For my self, I proud of my self.
2. For all who have asked the author about graduation, the author has become motivated and enthusiastic in completing studies.



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This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto.

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12. To all parties who have helped the author in the process of preparing a thesis that the author cannot mention one by one.

There is nothing that the author can give to convey this gratitude but prayer. I hope that what has been given becomes a good deed and get a reply from Allah SWT. The author realizes that this thesis is far from perfect, but still hopes that this thesis can be useful for writers in particular and readers in general.

IAIN PURWOKERTO

Purwokerto, 15th October 2019

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ENGLISH TEACHING STRATEGIES ON INCLUSIVE CLASS AT SMP PERMATA HATI PURWOKERTO

ABSTRAK

Indah Wahyu Agusti
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Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis tentang strategi pengajaran bahasa Inggris pada kelas inklusi di SMP Permata Hati Purwokerto. Hasil penelitian ini diharapkan akan dapat dipergunakan untuk menyempurnakan strategi pengajaran bahasa Inggris di sekolah tersebut.

Penelitian ini merupakan penelitian yang berjenis penelitian kualitatif dengan mengambil latar SMP Permata Hati Purwokerto. Pengumpulan data dilakukan dengan menggunakan interview, observasi, dan dokumentasi. Teknik analisis data dilakukan dengan analisis deskripsi, yaitu dengan cara: (1) reduksi data, (2) Penyajian Data, dan (3) penarikan kesimpulan.

Penelitian tentang strategi pengajaran bahasa Inggris pada kelas inklusi di SMP Permata Hati Purwokerto diperoleh hasil sebagai berikut: (1) Strategi Pengajaran bahasa Inggris pada kelas inklusi di SMP Permata Hati Purwokerto mencakup beberapa hal yaitu kegiatan pembelajaran, strategi pembelajaran, media yang digunakan, waktu tatap muka, dan pengelolaan kelas. Strategi pembelajaran yang digunakan oleh guru bahasa Inggris pada kelas Inklusi di SMP Permata Hati Purwokerto yaitu strategi pembelajaran kontekstual. Metode yang digunakan adalah metode tanya jawab. Media yang digunakan yaitu berupa index card. Adapun pengelolaan kelas sangat diperhatikan dan dikelola dengan baik oleh guru mata pelajaran dan guru pendamping kelas saat pembelajaran berlangsung. (2) Evaluasi Pembelajaran Bahasa Inggris di SMP Permata Hati Purwokerto pada kelas inklusi sudah sesuai dengan kebijakan sekolah menyesuaikan dengan kemampuan siswa berkebutuhan khusus dengan memodifikasi dan mengadaptasi sesuai dengan aspek kognitif siswa. (3) Penerapan strategi pengajaran dan pembelajaran kontekstual bahasa Inggris pada kelas inklusi di SMP Permata Hati Purwokerto yang dimodifikasi dan disesuaikan dengan keadaan siswa berkebutuhan khusus dan siswa reguler berjalan dengan efektif.

Kata Kunci : Strategi Pembelajaran, Bahasa Inggris, dan Inklusif Kelas

ENGLISH TEACHING STRATEGIES ON INCLUSIVE CLASS AT SMP PERMATA HATI PURWOKERTO

ABSTRACT

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This study was aimed at describing and analyzing strategies for teaching English in inclusive classes at SMP Permata Hati Purwokerto. The results of this research were expected to be used to perfect English teaching strategies at the school.

This research used qualitative approach. Data collection techniques were done by using interviews, observation, and documentation. Data analysis techniques were done by analyzing the description, namely through data reduction, data presentation, and drawing conclusions.

Result on English teaching strategies on inclusive classes in SMP Permata Hati Purwokerto obtained the following results: (1) English teaching strategies included several things namely learning activities, learning strategies, media used, face time advance, and class management. The teaching strategies used by English teacher in these classes was a contextual learning and teaching strategy. The method was used the question and answer. The media used was in the form of index cards. As for classroom management, attention was gave to and well managed by the subject teachers and assistant teacher when learning took place. (2) Evaluation in this school was by following the school's policy of adjusting to the ability of students with special needs by modifying and adapting it according to the cognitive aspects of students. (3) The application of English contextual teaching and learning strategies in inclusive classes were modified and adjusted to the situation of students with special needs and regular students effectively.

Keywords: Learning strategies, English teaching, and Inclusive class

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CHAPTER I

INTRODUCTION

A. RESEARCH PROBLEM

Education is the right of all human being. With education that is not restricted, everyone has the right to receive education without any obstruction. Education can be obtained in various ways. There are three types of Indonesian education, namely formal education, informal education, and informal education. Each types of education in Indonesia has the characteristic.

School is a formal institution. At school, students can seek knowledge and exchange their ideas. Schools are not only for normal students, but students who have special needs. Some people still consider students with special needs as helpless students. All children have the right to get an education that deserves whatever the conditions. By following UU No.20 of 2003 concerning the National Education System provides another color in the provision of education for children with special needs. In the explanation of article 15 about special education with special needs or students who have exceptional intelligence that is held inclusively or in the form of special education units at primary and secondary education levels. This article enables a breakthrough in the form of educational services for children with special units at primary and secondary. This article enables a breakthrough in the form of educational services for children with special needs in the form of the implementation of inclusive education.

Through inclusive education, children with special needs are educated with other children (normal) to optimize their potential. This is based on the fact that in society there are normal children and children with special needs who cannot be separated as a community. Therefore, children with special needs need to be given the same opportunities and opportunities as normal children to get educational services in the nearest school.

Inclusive education is one of the advantages in education in Indonesia to be able to develop the potential of students with special needs to develop optimally as normal children. Inclusive education has been mandated by the government with UU No.70 of 2009 concerning inclusive education. An inclusive class, there are two kinds of students, first is regular students, and the second is students with special needs. Inclusive class has a curriculum, a learning model, and media which is different from the school in general and learning English in particular.

English is a language of international communication, essential for all fields of learning and useful in all aspects of life. Students with disabilities have the same right to learn English in school as does the general school population. With the appropriate professional support and teaching methods, students with disabilities are indeed capable of learning English.

As with ordinary schools, inclusive schools also have English subjects which are languages that have been agreed as international languages. With English, students are expected to be able to compete and survive in this modern era. No exception for students with special needs. They have the same right to study English.

Basic guidelines for children with special needs in the UK (United Kingdom) were introduced to show the rights and obligations set out in the Special Education and Disability Needs Act of 2001. This guide is a model of intervention for children with special needs during the period of early education and schooling. The law states that if a child has a significantly greater difficulty than other children his age in completing schoolwork, also in communicating or behaving, they said to have difficulty in learning. According to Directgov (2000), the term ABK (Anak Berkebutuhan Khusus) refers to "Children who have learning difficulties or disabilities that make it more difficult to study or access education than most children their age."

The term child with special needs is not a new term, but has been used for years to describe students who have learning difficulties. When school began to be mandatory in 1870, children with disabilities were seen as

individuals who were not suitable to be placed in public schools and were the responsibility of health authorities. This causes children with disabilities not to have the right to get education and conduct activities available in public schools. These children are seen as imperfect, so they are often ostracized and rejected by society. This disability model is a 'medical model', which implies that individuals with disabilities are defined specifically based on their health condition. This model is based on the view that individuals with disabilities depend entirely on medical personnel and this model focuses more on disease than health. The essence of this approach is the view that children with special needs are deemed disabled.

Based on preliminary research by interviewing with Mrs. Asma as the head of the school SMP Permata Hati Purwokerto, the researcher got some information. SMP Permata Hati Purwokerto is established in 2014. At the beginning of the establishment of Permata Hati Purwokerto Junior High School, there were only children drop out of school. Then over time, many children with special needs joined the school. After many children with special needs joined, eventually the school became an inclusive school. Many challenges and problems that must be faced by teachers, including environmental factors. Some people reject this inclusion school because they still have a negative opinion about students with special needs.

There are three grades at SMP Permata Hati Purwokerto, they are the seventh grade, eighth grade, and nine grade. Each class divide to four groups, they are group A, group B, group C, and Group D, each of which is the group accompanied by the teacher companion. In seventh grade, there are 10 students with special needs and 2 regular students. In the eighth grade, there are 6 students with special needs and 1 regular student. In the nine grade there are 13 students with special needs and 2 regular students. In this school, every time the subjects will change adjusting the students' abilities.

The researcher chooses SMP Permata Hati Purwokerto because this school applied inclusive class. This school received students with special needs without distinguish other students. In this school, regular students have

to collect together with students with special needs, and also English learning strategies implemented in this school are different from another school.

Gargiulo (2012: 421) states that public school programs include inclusive classroom settings, resource rooms, self-contained classrooms, and itinerant services. On the other hand, special school programs include public and private residential and day schools with specifically prepared teachers and dormitory facilities for students when appropriate. One of the exceptional schools in Purwokerto is SMP Permata Hati Purwokerto. This school has been focusing for students with special needs. Same with the other schools, SMP Permata Hati Purwokerto has included English language as its subject. Considering the importance of mastering English language and its skills such as listening, speaking, reading, and writing, it is interesting to study more in the case of English teaching strategies for inclusive classes with their inadequacy and problems of it. Curiosity and excitement brought the researcher to conduct a descriptive qualitative research for that matter. The objectives of the research are to describe the process of teaching and learning English for students with special needs, identify the problems faced in the teaching and learning process and identify the teacher's solutions for those problems.

B. RESEARCH QUESTIONS

Based on the explanation above, the research questions are :

1. What are strategies that have been implemented on English teaching in inclusive class at SMP Permata Hati Purwokerto?
2. How are the Strategies applied by English teachers in inclusive class at SMP Permata Hati Purwokerto?

C. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. The Objectives of the research are:
 - a. To identify about English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto

- b. To analyze the implementation of strategies used by the teachers in English teaching on Inclusive class at SMP Permata Hati Purwokerto.

2. The Significances of the research

There were two kinds of significances of this research as follows:

- a. Theoretical significances:

Results of this research are expected to be able to develop insight especially for the researcher and for readers commonly about English Learning for students with special needs in Inclusive settings of SMP Permata Hati Purwokerto.

- b. Practical significances

The practical significances of this research are:

- 1) For Teacher

The researcher is hoped that it can be used and also help to develop many ideas for English teachers in teaching students with special needs.

- 2) For students

The researcher is hoped that this research can improve students' motivation in English learning, and also can give the treatment for the regular students.

- 3) For school

The researcher is hoped that this research can give information to the school about English learning, and also be a source of teaching students with special needs.

- 4) For Researcher

The researcher can know about the strategies of English learning for students with special needs, preparing and can help the students in the future.

D. STRUCTURE OF THE RESEARCH

The structure of the research supposed will be easily understanding of the

reader. The researcher makes five chapters in the structure of the research.

Chapter I contains an introduction that consists of background of the problem, research questions, objectives and significances of the research, and structure of the research.

Chapter II contains the theories of English learning strategies on Inclusive class at SMP Permata Hati Purwokerto which is of three sub-chapters: English learning strategies, Inclusive class, and English for special needs students.

Chapter III contains a research method which is consisting of four subchapters namely: type of research, data sources, techniques of collecting data, and techniques of analyzing data.

Chapter IV contains the results of the research report which is consisting of two subchapter: data description and data analysis.

Chapter V consist of conclusion and suggestions.



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CHAPTER V

CLOSING

A. Conclusion

English is one of the most important subjects, given that civilization has progressed with the increasing need for human resources. With the advance of time, students are required to be able to speak English as an international language. In inclusive classes, English teachers must be able to adapt learning to classroom conditions, especially students with special needs who are sometimes difficult to understand the material

It can be concluded that teaching English for students with special needs is complicated, challenging and demanding. There were many problems and difficulties in the process of teaching and learning English. The teacher who was the only one English teacher is expected to have extra diligence and creativity. Although there were still some insufficiencies, the English teacher could make a good interaction and relationship with the students. It is good to know that the school and the teacher consider the students' condition then they accommodate them to make the students feel secured and enjoy the teaching learning process. It is also gladdening to know that the English teacher is an experienced teacher, she knew the students' characteristics well, and she was capable to think and find the solution to solve the occurring problems.

Teaching strategies by English teachers in inclusive classes at SMP Permata Hati Purwokerto are by using a variety of teaching strategies that vary, one strategy with another strategy complement each other and complement each other. This is because SMP Permata Hati Purwokerto is a school that is implementing an inclusive program where students with special needs learn together with regular students.

In English class, the teacher used contextual teaching and learning strategies. English teacher used that strategy because the students with special needs can easily understand the material that has been delivered and also some of them have not understood about the objects around. In addition,

English teacher also guided students with special needs outside school hours, for example students with speech disorder were trained to memorize new vocabulary.

With the use of various teaching strategies by English teachers in inclusive classes, it is hoped that the desired learning objectives will be achieved so that they can include the cognitive, psychomotor and affective domains. In teaching English in the inclusive class, the English teacher at SMP Permata Hati Purwokerto teaches all materials by applying a variety of teaching strategies by modifying the lesson plan (RPP), materials, and assessment especially for students with special needs.

The conclusion that we can observe in the results of this study is that with a contextual teaching and learning strategy, students can easily understand the content of the material delivered by the teacher, because the teacher in the class can apply students' daily activities with the material and also connect it to students' attitudes especially students with special needs. With the presence of a special teacher in that class, it is very helpful for English teacher in managing classes with more students with special needs than regular students.

B. Suggestions

With the completion of a study entitled English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto, and without reducing respect, the authors try to give the following advice:

1. Headmaster

- a. Teachers in SMP Hati Hati Purwokerto should be based on special education graduates so that they can be optimal in managing learning in inclusive classes. It also can help students with special needs with regular students studying together in class.
- b. Every new school year should always try to complete the media and learning tools to support the success of learning in inclusive classes, especially English subjects.

- c. The principal should always monitor and evaluate the progress of the English learning process in the inclusive class.

2. English teacher

- a. Should use media and teaching aids as learning strategies for English with the majority of classes filled with students with special needs. This is to make it easier for students to understand the material presented by the teacher.
- b. Always innovating and creative in finding other teaching strategies that can be delivered and can be easily understood by students with special needs and regular students in inclusive classes.

3. Class Assistant Teacher

- a. Special assistant teachers should be teachers with special education basic graduates, so that they are fully capable of understanding and overcoming especially students with special needs in class.
- b. Special assistant teachers should coordinate first with subject teachers, especially English teachers, so that they can master and deal with students with needs in the class

The logo of IAIN Purwokerto is a large, stylized yellow triangle with a white outline, pointing upwards. It is centered on the page and partially overlaps the text above it.

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LIST OF OBSERVATION RESEARCH DATA COLLECTION

NUMBER	DAY AND DATE	OBSERVATION RESULT	INFORMATION
1.	Wednesday, 31 st July 2019	<p>Eng;ish teaching strategy process:</p> <p>Pada proses belajar mengajar, guru bahasa Inggris selalu menghubungkan materi dengan kehidupan sehari-hari siswa. Dalam proses pengajaran, guru selalu mencoba mendekati semua siswa dengan sentuhan di tangan ketika guru melakukan tanya jawab. Pada proses ini, siswa selalu dilibatkan dalam memahami dan menghubungkan, tak terkecuali siswa berkebutuhan khusus walaupun dengan penanganan yang berbeda.</p>	Grade VIII
2.	Thursday, 22 nd August 2019	<p>Sarana dan prasarana yang ada di sekolah dan khususnya di kelas cukup terbatas.</p>	Grade VII
3.	Wednesday, 4 th September 2019	<p>Pada proses belajar mengajar, beberapa siswa berkebutuhan khusus seperti siswa dengan gangguan berbicara dan hiperaktif tidak bisa diam dan banyak bicara yang tidak</p>	Grade IX

		dapat dimengerti oleh orang lain. Ada juga siswa dengan kelainan tuna laras atau sikap, ketika pembelajaran berlangsung banyak bergerak dan tidak memperhatikan guru, hal ini menyebabkan siswa lainnya ikut-ikutan.	
4.	Thursday, 19 th September 2019	Eng;ish teaching strategy process: Pada proses belajar mengajar, guru bahasa Inggris selalu menghubungkan materi dengan kehidupan sehari-hari siswa. Beberapa dari siswa, ada yang belajar di luar jam mata pelajaran. Mereka dibimbing secara khusus oleh guru.	Grade VIII
5.	Thursday, 3 rd October 2019	Eng;ish teaching strategy process: Pada proses belajar mengajar, guru bahasa Inggris selalu menghubungkan materi dengan kehidupan sehari-hari siswa. Pada proses ini, guru tidak kaku terhadap alokasi waktu, hal ini dikarenakan menyesuaikan dengan kondisi siswa khususnya siswa berkebutuhan khusus.	Grade VII

LIST OF RESEARCH DATA COLLECTION RESULTS FROM INTERVIEW

Keteangan :

Pewawancara: P

Narasumber: N

A. Wawancara dengan Kepala SMP Permata Hati Purwokerto

P : Bagaimana latar belakang terbentuknya SMP Permata Hati Purwokerto, Bu?

N : Sekolah ini berdiri tahun 2011, cuma untuk dapat izin operasional SK dari Dinas itu tahun 2014. Awalnya memang mengambil anak-anak yang hampir putus sekolah seperti anak yatim dan salah satunya anak berkebutuhan khusus, dulu memang ngga ada, baru 1 anak berkebutuhan khusus. Lalu setelah itu makin kesini makin banyak anak-anak berkebutuhan khusus

P : Berarti 2011 udah mulai jalan bu? Masih campuran siswa-siswanya ya, Bu?

N : Tahun 2011 udah mulai jalan tapi dapat izin operasionalnya tahun 2014

P : Berarti itu masih campuran ya bu

N : Intinya kebanyakan pada tahun pertama itu anak-anak yang hampir putus sekolah awalnya baru 6 atau 7 anak. Pertama karena tahun 2014nya harus ujian, Alhamdulillah 2014 udah dapat izin.

P : Lalu sekolah ini kan inklusi, sebelum ada anak difable kenapa akhirnya menerapkan sekolah inklusi?

N : Dari awal memang kita ingin ada sekolah terusan dari sd inklusi ke smp inklusi, karena belum banyak smp yang mau menerima anak-anak berkebutuhan khusus. Karena belum ada smp inklusi, akhirnya kita ajukan SK untuk sekolah inklusi. Kita tahu bahwa banyak anak-anak berkebutuhan khusus yang bingung mencari sekolah. Jadi semua bisa belajar disini, baik siswa reguler maupun siswa berkebutuhan khusus.

P : Menurut ibu sebagai kepala sekolah, hal unik apa yang terdapat di sekolah ini?

N : Kalau kita memasukkan program unggulan, ya program unggulan kita itu inklusi

karena kita menerima semua anak-anak berkebutuhan khusus. Salah satunya dalam program inklusi ini ya dari sekolah yang mengikuti kebutuhan anak, bukan anak yang mengikuti kita. Jadi tergantung pada kemauan siswa, tidak ada paksaan dari guru untuk anak harus bisa ini dan itu. Apa yang anak bisa, kita kembangkan. Jadi tidak memaksakan anak.

P : Untuk kurikulum di sekolah itu bagaimana bu?

N : Untuk kurikulum ada kebijakan dari sekolah. Kita menyesuaikan kemampuan anak. Sebenarnya kurikulumnya sama dengan pemerintah, tapi kita modifikasi pada bagian-bagian tertentu, anak mamunya apa ya kita berikan sesuai kemampuan anak. Awalnya kita deteksi dini dahulu jenis ketunaan apa yang ada pada siswa tersebut. Hampir semua jenis berkebutuhan khusus. Yang pertama masuk di sekolah ini, itu siswa tunagrahita. Lalu tahun berikutnya ada tunadaksa.

P : Apakah ada hambatan tersendiri pada sekolah ini?

N : Untuk masyarakat yang ada di lingkungan sekolah, mereka mengetahui adanya anak-anak berkebutuhan khusus, mereka memaklumi dan memahami bahwa anak-anak berkebutuhan khusus butuh sekolah.

P : Sebenarnya apa perbedaan sekolah inklusi dengan sekolah luar biasa bu?

N : Untuk sekolah luar biasa itu kan dalam satu kelas hanya ada satu jenis ketunaan saja, berbeda dengan sekolah inklusi terdiri dari berbagai jenis ketunaan yang digabung dengan siswa reguler.

P : Melihat satu kelas yang terdiri dari berbagai macam siswa, bagaimana sarana dan prasarana yang sekiranya menunjang proses pembelajaran?

N : Untuk sarana dan prasarana disini masih terbatas, yang paling penting itu kreatifitas dari masing-masing guru. Contohnya seperti siswa dengan perilaku yang hiperaktif, kita alihkan perhatian mereka dengan media yang menyangkut pembelajaran.

P : Dalam satu kelas kan terdiri berbagai macam-macam anak, lalu bagaimana guru mengatasi hal tersebut?

N : Saat proses pembelajaran di kelas itu para guru mata pelajaran didampingi oleh guru pendamping, misalkan satu kelas ada yang belum bisa membaca, ya kita alihkan pada guru pendamping untuk didampingi dalam hal tulis menulis.

B. Wawancara dengan Guru Bahasa Inggris

P : Bagaimana cara ibu mencapai tujuan keterampilan dalam berbahasa pada siswa di kelas inklusi?

N : Di kelas inklusi ini kan hanya beberapa siswa saja, contohnya kelas VIII yang jumlah siswanya hanya 7 anak saja, jadi untuk menyampaikan isi materi yang akan dituju pada siswa tidak terlalu sulit. Namun pada siswa berkebutuhan khusus membutuhkan penanganan khusus seperti ketika sedang istirahat kita panggil beberapa dari mereka untuk melakukan suatu hal yang berkaitan dengan pelajaran bahasa Inggris. Contohnya seperti kita sebagai guru menginstruksikan siswa untuk menyusun puzzle, lalu mereka menyebutkan nama-nama hewan atau kosakata lainnya dalam bahasa Inggris.

P : Apa saja strategi pembelajaran bahasa Inggris untuk siswa berkebutuhan khusus dan anak yang normal ?

N : Selama proses mengajar, saya menggunakan strategi contextual teaching learning, saya menggunakan strategi tersebut karena saya menyadari bahwa yang dibutuhkan siswa di kelas inklusi ini yaitu adanya pemahaman terkait kegiatan sehari-hari. Hal tersebut dikarenakan beberapa siswa berkebutuhan khusus masih ada yang belum bisa memahami kosakata kegiatan sehari-hari dan mereka dengan keterbatasannya perlu suatu pemahaman yang harusnya mudah dipahami.

P : Bagaimana penerapan dari strategi tersebut disetiap masing-masing skill dalam Bahasa Inggris?

N : Pada masing-masing skill bahasa Inggris, siswa reguler maupun siswa berkebutuhan khusus dilatih untuk dapat memahami materi dan mengaplikasikannya. Namun, kita sebagai guru tidak pernah memaksa mereka khususnya siswa berkebutuhan khusus, kita pahami terlebih dahulu karakter dan kemampuan mereka,

lalu kita gali potensinya. Ada siswa dengan kekurangan hiperaktif dan gangguan berbicara, dalam berkomunikasi siswa tersebut masih kesulitan bahkan tidak jelas dalam mengucapkan kalimat, namun untuk pelajaran bahasa Inggris, siswa tersebut cukup bagus dalam menghafal kosakata dan maknanya.

P : Faktor pendukung dalam penerapan strategi pembelajaran Bahasa Inggris?

N : Di sekolah ini sarana dan prasarananya masih terbatas, jadi setiap guru dituntut untuk kreatif dalam mengembangkan proses pembelajaran.

P : Apa saja hambatan dalam penerapan strategi tersebut?

N : Hambatan mengajar di sekolah ini sebenarnya terletak pada support system masing-masing siswa, khususnya siswa berkebutuhan khusus. Dapat dikatakan tidak adanya tindak lanjut dari beberapa orang tua mereka untuk mengenalkan dan menimbulkan memor jangka panjang terhadap materi yang telah disampaikan, contohnya ketika hari ini siswa diajari tentang ucapan salam, namun esok paginya siswa tersebut lupa apa yang diajari.

P : Apa saja upaya yang dilakukan untuk mengatasi kendala tersebut?

N : Untuk mengatasi kendala tersebut, dari kami para guru mengajari siswa berkebutuhan khusus di luar jam pelajaran.

P : Bagaimana hasil pembelajaran bahasa Inggris pada kelas inklusi?

N : Hasil tiap masing-masing siswa berbeda-beda. Hal tersebut karena adanya penilaian yang berbeda dari kami terhadap siswa berkebutuhan khusus dengan siswa reguler.

P : Keadaan pembelajaran

N : Suasana pembelajaran bahasa Inggris di masing-masing kelas berbeda, karena dalam tiap kelas terdiri dari beberapa macam kebutuhan khusus pada siswa. Ada kelas dengan keadaan siswa dengan kebutuhan khusus yang harus benar-benar dibimbing secara individu.

P : Kesan guru terhadap pembelajaran?

N : Dalam pembelajaran bahasa Inggris di sekolah ini, siswa cukup antusias

walaupun beberapa dari siswa berkebutuhan khusus masih ada yang belum bisa mengikuti prosesnya. Beberapa dari mereka harus dibimbing secara individu.

P : Kesan guru terhadap wali murid?

N : Tidak semua siswa dengan berkebutuhan khusus mendapat dukungan dari orang tuanya, yang dimaksud dukungan disini seperti tidak adanya tindak lanjut dari orang tua dalam membimbing mereka, beberapa dari mereka ada yang masih kurang dalam kosakata sehari-hari.

P : Bagaimana pengaruh dari setiap strategi yang digunakan dalam pembelajaran terhadap pemahaman siswa?

N : Dalam proses belajar mengajar saya sebagai guru bahasa Inggris memakai strategi contextual teaching and learning, pada keseharian siswa di kelas mereka cukup dapat memahami apa yang saya sampaikan, karena saya memberikan contoh dan menghubungkannya pada kehidupan sehari-hari.

C. Wawancara dengan Guru Pendamping Kelas

P : Bagaimana identifikasi peserta didik inklusi?

N : Identifikasi dilakukan ketika mereka mendaftar sekolah, hal ini dilakukan supaya kami dari pihak sekolah mengetahui sejauh mana kemampuan dan bagaimana karakter masing-masing siswa berkebutuhan khusus. Hal ini dilakukan agar kami tau dan paham bagaimana cara penanganan masing-masing siswa berkebutuhan khusus pada saat pembelajaran berlangsung.

P : Bagaimana koordinasi dengan guru bahasa Inggris sebelum pembelajaran berlangsung?

N : Sebelum proses pelajaran berlangsung, saya sebagai guru pendamping harus berkoordinasi terlebih dahulu dengan guru mata pelajaran bahasa Inggris. Hal ini dilakukan agar adanya satu pemahaman terhadap materi apa yang akan disampaikan.

LIST OF RESEARCH DATA COLLECTION DOCUMENTATION RESULTS

NUMBER	DAY AND DATE	DOCUMENTATION RESULTS
1.	Wednesday, 31 st July 2019	Profil Sekolah
		Sejarah Sekolah
2.	Thursday, 19 th September 2019	Rancangan Penilaian
		RPP (Rencana Pelaksanaan Pembelajaran)
		Program Pembelajaran Individu
		Kisi-kisi dan soal sekolah
		Silabus
		Data Siswa
		Data Guru



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