EFL LEARNING ACTIVITIES IN INCLUSIVE CLASSES IN
JUNIOR SECONDARY SCHOOLS

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ABSTRACT

In the development of education, nowadays Indonesia has been developing an inclusive education system to eliminate discrimination between children with special needs and the society. This research objective was to evaluate the implementations of EFL teachers' learning activities in inclusive classes in the Junior Secondary School, Denpasar District, Bali. The research design implemented was that of observational study which used an observation sheet to collect data. The data of the research was analysed qualitatively. The findings show that the learning activities conducted by teachers covered the needs of regular students, however, the learning approach/method/strategies provided by both teachers did not consider the characteristics of slow learning and attention deficit students. The used of *Inquiry Based Learning* was not appropriate to be applied for either slow learning and attention deficit students. As seeing the characteristics of both special needs students, teachers are expected to modify their teaching method/strategies. Besides, the teaching media and sources need be adaptive as well.

Key words: EFL, Learning activities, K-13, and Inclusive Classes

INTRODUCTION

In the development of education, nowadays Indonesia has been developing an inclusive education system to eliminate discrimination between children with special needs and the society. Inclusive Education is using different approach in identifying and trying to solve the problems arise in the school (Poernomo, 2016). Based on Ni'Matuzahroh and Nurhamida (2016) inclusive education is education that includes all children in a learning process with appropriate services according to their needs regardless of background, ethnicity, social, economic, political, etc. Inclusion can be defined as placing students with disabilities into the regular classroom with other students (Gilhool, 1989). Inclusive education in Indonesia itself regulates in *Permendiknas No 70 Tahun 2009*. It describes that inclusive education is a system of education that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to participate in an educational environment together with regular students.

In education system, the planning of learning activities is very important in order to achieve the learning process successfully. The success of teachers in teaching is determined by how they optimize the learning activities. Therefore, if the learning activities are carried out well, then the learning objectives will be achieved. Learning activities are at the core of curriculum implementation. The quality of education and the quality of graduates are much influenced by the quality of learning activities. If the quality of learning activities are good, it can be predicted that the quality of graduates will be good too, or vice versa. Therefore, the implementation of learning must be well designed, adapted to the abilities and needs of each individual student and supported by teacher competence, media, resources, and adequate learning strategies. The implementation of the learning activities in inclusive classroom will be different, both in strategy, activities, media, and methods (Garnida, 2015). In inclusive

settings, teachers should be able to accommodate all the students' need, including helping them to gain an understanding that is appropriate to their respective learning styles. Learning activity is an education process which gives students the opportunity to develop and improve their ability in an affective, cognitive, and psychomotor needed by themselves to live and contribute the piece of human life (Fadlillah, 2013).

Empirical facts though, based on (Chan, T. & Yuen, 2015) demonstrate that some of the teachers are not adaptive enough on their teaching approach and have difficulties in differentiating instruction and learning activities for special need students in inclusive classroom. (Holmberg & Jeyaprathaban, 2016) indicate that there is a lack of expertise on the part of the general teachers to deliver adapted teaching-learning process in inclusive classroom practice. In addition, in order to support the special needs students, another study also indicates that the knowledge about inclusive practice by parents is still low (Amponteng, Opoku, Okyere, Afriyie, & Tawiah, 2018).

Research on the Indonesia Curriculum 2013 *(henceforth: K-13)* in inclusive class limited in existing literature. There are several studies in inclusive classes but it is not specifically for EFL. Thus, it is still much needed to conduct the study in the Pre-Schools, Kindergarten schools, and Elementary schools and up to a higher level. Considering the importance of learning activities in K-13, this study is conducted to understand the problems pivoted around the K-13.

Curriculum 2013

Curriculum 2013 is the refinement of the previous curriculum namely Educational Unit Level Curriculum (KTSP). In accordance with the document of Curriculum 2013 published by the Ministry of education and culture of Republic Indonesia, it is stated that in KTSP the curriculum content is still too dense which is indicated by the number lesson and many of materials that are needed

to be covered and beyond the level of development of the learners' age and it is not yet fully in accordance with the demand of education goals. The competency domains of the KTSP do not describe attitude, skills, and knowledge. However, it puts the domain of the knowledge as the main aspect in the learning and teaching process meanwhile skills and attitudes are given less attention since skills and attitude are not inserted in every subject.

Educational Unit Level Curriculum (KTSP) then developed into Curriculum 2013. The domain of this curriculum puts the knowledge, skills, and characters education as the main aspect in education that learners are expected to comprehend the materials, activity involved in discussion presentation and have high- discipline and politeness. It is also known as the character-based curriculum since the emphasis is on the balance among the attitude, skills, and knowledge in which character values are inserted. According to document of Curriculum 2013 published by the ministry of education and culture of Republic Indonesia (2013), Curriculum 2013 is a competency- based curriculum which aims at achieving the defined competencies based on the graduate standard competency (*Standar Kompetensi Lulusan*). The meaning of this is the assessment of the learning outcomes and curriculum outcomes measured by competency. The achievement of the competence is the success of the curriculum that is designed in the curriculum document by all learners.

In accordance with the principles of Curriculum 2103, ideally curriculum is developed by giving opportunities to every learner to develop their differences in their ability as well as their interest (*Kementerian Pendidikan dan Kebudayaan,* 2012). Meaning that in Curriculum 2013 students' differences are taken into account. Therefore, these difference should be realised by the classroom teachers on teaching and learning process. The teachers should also find out the appropriate methods and strategies in order to accommodate the differences among the students. The diversity here also taken into

account. The diversity can be in terms of different levels of students in cognitive, skill, motivation, experiences, attitude, as well as the different on students' interests. Thus, Curriculum 2013 has a goal to treat the learner based on their interest, ability, and accommodate all differences which exist in the classroom to reach the goal of national education.

Inclusive Education in Indonesia

The education for individuals with special needs has been in existence in Indonesia since before the country received its independence as cited in Sunardi, 2011. Constitution of the Republic of Indonesia 1945 clearly and firmly guarantee that every Indonesian citizen has the right to education, which is emphasized in *Undang-Undang No. 20 Tahun 2003* concerning the National Education System and also stated in the Minister of National Education Regulation No. 70/2009 concerning Inclusive Education for students with Intelligence Potential and / or Special Talent. In this regulation, what is meant by inclusive education is a system of education that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to participate in an educational environment together with regular students. The aim of inclusive education is to give rights to students who have physical, emotional, mental, and social abnormalities or have the intelligence potential and/or special talents to participate in inclusive education of certain educational units according to their needs and abilities (Permendikbud, No. 70 of 2009, Article 3, Paragraph 1).

The implementation of inclusion education itself is divided into several types. Based on Garnida (2015:51) there are six types of inclusive as follows:

Full Inclusion

It is a system where all students with special needs are placed in regular classroom. These students learn together with regular students by using the regular curriculum.

Cluster

It is a system in which the students with special needs learn together with regular students in regular classroom however these students only join the certain subject.

Pull – Out

It is a system where special need students placed in regular classroom however within a certain time these students are drawn or pull out from the regular class to another classroom to study with a special need teachers.

Clustering within Pull-Out

It is a system in which special needs students learn together with regular children in certain subjects, and in certain times are drawn or pull-out from regular classes to other classes to study with special needs teachers.

Integration

It is a system in which students with special needs are placed in special class in regular school however in certain time these students are joined in regular classroom.

Full Special Class

It is a system where special need students put in a special classroom in regular school.

Thus, inclusive education does not require that all students with special needs be in regular classes at all times with all their subjects, but the teacher must be able to place the students in the classroom according to his/her needs. Inclusive education is the education for students with disabilities in the general education setting. Each inclusive school may choose the inclusion model that will be applied. This is determined by the number of children with special needs who are served, the gender of each students, the gradation (level) of student, the availability, and readiness of education staff, and the facilities and infrastructure available. In general inclusion education is another alternative in order to support special needs students as all the students have the same right to have an education.

Curriculum Used in Inclusive Classroom in Indonesia

Curriculum is an important part of every educational plan that is used as a reference for determining the content of teaching as well as directing the process of the education mechanism. It will be difficult to achieve the desired educational goals and objectives without the appropriate curriculum. The curriculum must be able to provide direction and standards of expertise to students after completing a teaching program. In Indonesia itself, the current curriculum used is K-13. Curriculum of 2013 is competency and character based curriculum. The curriculum 2013 is designed to meet learning model of 21st century education. There is a learning change from teachers' centred to students' centred. Here, the students do not wait their teachers to give them the knowledge however students is expected to be more creative to discover the knowledge by themselves. It means that not only the teachers as source in learning but students are provided another source in gaining knowledge and understanding the material by being creative and innovative. Based on the Permendiknas No 70 Tahun 2009, it describes that special needs students can take the form of a regular education curriculum or special education curriculum.

The regular education curriculum is used for students with disabilities or special needs that are not accompanied by intellectual barriers, communication interactions, and behavior. According to Ni'matuzahroh and Nurhamida (2016), special needs students are able to register in regular class under three conditions. The first consideration is intellectual skill, second is communication and interaction skill, and the last is behaviour. Those considerations are necessary in order to support special needs students to do the adaption with the school community.

After children with special needs are analysed and identified as students with special needs without barriers to intelligence, communication/interaction, and behavior, then these students will enter the inclusive class (Kemendikbud, 2015). These students will use the regular education curriculum (K-13) and regular lesson textbooks that have been modified in accordance with the learner's abilities from the same level. However, these students will continue to receive Special Needs Programs and assistance from Special Education Teachers. Therefore, education for children with special needs, besides student books that have been modified according to their purpose, they are also equipped with specific program guidelines and guidance guidelines for inclusion classes.

Strategies for Handling Students with Disabilities

According to Ford (2013), there are three strategies that can be recommended for teachers in teaching inclusion education setting: co-teaching, differentiated instruction, and peer-mediated instruction and interventions. Vaughn, Schumm, and Arguelles (1997) define co-teaching as a teaching strategy in which one teacher is responsible for giving the main teaching and the other is responsible to provide additional assistance by pre-teaching or re-teaching. This strategy will benefit slow learning and attention deficit students as well as regular students receive an assistance on challenge material.

The second strategy is differentiated instructions. Differentiated instructions are instructions given to students based on different needs of students in the same class (Nordlund, 2003). It is challenging to implement the differentiate instruction (Padmadewi, 2013b). Tomlinson (2001) states there are five methods for distinguish instructions for curricular areas such as clarify and generalize the concept, use the teaching tool in conducting the assessment, create a creative and critical thinking goal in designing the lesson, engage every student in learning, and create a balance task which assigned by teacher and selected by students. Ford (2013) also adds that differentiated instruction is an effective method to be used in teaching students with disabilities in the regular classrooms.

The next strategy is peer-mediated instruction and interventions. Peer-mediated instruction and interventions are a set of alternative teaching strategies which uses selected student as an instructor for other students in class (Ford, 2013). The assignment of students in peer-mediated instruction change the role of the teacher from being the primary provider of instruction of a facilitator or peer provided instruction. Peer provided instruction can be done through tutoring or modelling and can focus on either academic or dealing with social-emotional development (Kalfus, 1984).

Based on Haryati (2018), there are some strategy that can be considered by teachers in order to modify the process or learning activities for students with special needs in inclusive schools. Firstly, learning activities must be designed with regard to weaknesses possessed by students. This means that the way the teacher is done the learning process will impact the student's achievement. In order to support the students, teachers are expected to be able to minimize students' barrier. For example, visually impaired students must emphasize sound that can be heard, while for deaf students must emphasize visual activity that can be seen. For mentally retarded students the emphasis is on the simplicity of the delivery method so that it is easy to understand. Secondly, teachers need to modify the learning process. Modification of the learning process relates to several aspects, namely (1) time management (2) selection and methods use (3) seating arrangements and learning environment, (4) learning media use (5) learning resources/materials use. Thirdly, process modification is based on the characteristics of students with special needs, which are obtained through assessment.

Research Method

This research is focused on the implementation of learning activities based on K-13 in inclusive classes. This research employed an observational study and the data of the research were analysed qualitatively. The research settings were at SMPN 2

Denpasar and SMPK 1 Harapan Denpasar. The choice of these schools based on the fact that these schools had students who categorised as special needs. The special need student had by the first school was diagnosed as slow learning student, while in the second school there were one student was diagnosed as slow learning student and one was diagnosed as having attention deficit student. The subjects of this research were the two English teachers of the eighth grade students in the Junior Secondary Schools. The two EFL teachers were observed and interviewed exclusively to disclose how they implement the EFL learning activities. In this research, there was an instruments used to find out the data, which wa observation sheet. Observation sheet is a list of activities that was used when conducting the observation.

The data on implementing EFL learning activities were processed descriptively. According to Miles and Huberman (1994), there are four steps in data analysis. They are data collection, data reduction, data display, and conclusion drawing.

Data Collection

In this step, the researcher collected the data from the observation in teaching and learning process to know the implementation of EFL lesson plans on K-13.

FINDINGS AND DISCUSSION

The findings and the discussion of this research are describes in this chapter. In the findings section, the researcher showed all the data which were achieved when conducting the research. While the discussion section, the researcher analysed and discussed the data in the finding section.

Findings

This section mainly focused on the implementing the learning activities in apperception, implementing the approach/method/technique/strategy in the learning activities, utilizing learning sources, and media as well as reflecting and

summarizing learning activities in inclusive classes. The results are as follows:

Implementing the Apperception in Inclusive Classes

In implementing the apperception in inclusive classes, the first EFL teacher were implemented the apperception before moved to the next activities. Teacher brainstormed students in general without considering the needs and characteristics of the regular and slow learning students. In delivering the learning competency, teacher confirmed regular students understanding, but teacher did not confirm the understanding of slow learning student. There was no modification or differentiation instruction used by teacher. Aside, teacher also did not motivate slow learning student to learn. It was observed that there were only some students that were motivated to learn, and some of them were not. It can be seen that the slow learning student was confused with what teacher have mentioned, moreover, there also found some regular students were not understand what teacher explained.

Meanwhile, the implementation of the apperception which was conducted by the second teacher was similar to the first teacher. The second teacher also implemented the apperception by brainstorming students. Aside of using English language, the second teacher also used *Bahasa Indonesia* (the national language of the country) in implementing the apperception. Teacher related the learning material to the relevant knowledge. The way how the second teacher implemented the apperception was slightly better than first teacher. As the example, in teaching the *"Degree of Comparison"*, the second teacher said "Rina's painting is more colourful than Wira's painting". Teacher used the example of the paintings as the example, due previously students learnt Art Subject. Teacher mentioned the sentence while pointing the paintings on the wall. Then, teacher translated the sentence into *Bahasa Indonesia* and ensure the slow learning and attention deficit student to repeat what teacher mentioned.

Implementing the approach/method/technique/strategy in inclusive classes

First teacher planned the *Scientific Approach* and *Inquiry Based Learning* on the two lesson plans. In the teachers' lesson plans implementations, teacher implemented the approach/strategy as planned on the lesson plans. Based on the observation, the used of *Scientific Approach* and *Inquiry Based Learning* were appropriate to be implemented for regular students, however, it found less appropriate to be implemented for slow learning student as slow learning student might not able to find the answers herself. In implementing the approach/method/technique/strategy in accordance to students' characteristics, teacher seemed neglecting the existence of slow learning student. There was less service provided by the first teacher. There was a very minim interaction found between slow learning student with the teacher. Teacher only mediated students who were being active in the classroom.

In order to implement the approach/method/technique/strategy in accordance to learning activities as planned, teachers planned the *Scientific Approach* and *Inquiry Based Learning* on the lesson plans. Second EFL teacher was conducted the same approach and strategy as the first EFL teacher, however it found there was a small modification conducted. Aside of using the *Inquiry Based Learning*, this teacher also used *Peer-Mediate*. Teacher asked another students to help the slow learning as well as attention deficit students to complete the task given. Teacher gave more time to these students to complete their tasks. However, the second teacher still need to improve his skill and knowledge in supporting the regular, slow learning, and attention deficit students better. Rarely, teacher approached the slow learning and attention deficit students by ensuring whether they understood or not but somehow, teacher still seemed ignoring the existence or these students.

Utilizing learning sources and media in inclusive classes

The utilization of learning sources and media were not the same as stated on the lesson plans. On the lesson plans of the first EFL teacher, it stated that the learning media use were Laptop, LCD projector, pictures, and video. However, in the real practice, there were no video and LCD projector used. Teacher only used handbook *"When English Rings a Bell and Bright an English"*.

The second teacher used more variety of the learning sources and media. The used of the LCD projector and pictures on the screen were able to catch students' attention. Aside of the handbooks and worksheet, teacher also provided additional pictures. However, there was no video used by teacher as stated on the lesson plans.

Reflecting and summarizing learning in inclusive classes

After the observation conducted by the researcher, it found that the first EFL teacher did the reflection and summarize the learning process. However, in implementing the reflection, teacher did not invite or give the opportunity for students who have low ability or slow learning student to express their opinions. Teacher seemed neglecting the existence of special needs students and only focus on the students who have high potential or ability. The teacher generalized the students' ability by concluding the lesson without considering the existence of the slow learning student in the class.

The Second EFL teacher was conducted almost the same as the first teacher. It found that teacher helped students to summarize the learning process, however, teacher was mostly only encourage students who have high potential academic to conclude and express their opinions. It also indicated that there was indication referred for slow learning and attention deficit student.

Discussion

Based on the observation result, it found that both EFL teachers were implemented the learning activities based on what stated on the lesson plans. The implementation of learning activities on the first and second teacher were almost the same. It found that both teachers only cover the needs of regular students without considering the characteristics and need of slow learning and attention deficit students. Aside, there was no Special Needs Programs or assistance from Special Education Teachers received by slow learning and attention deficit students.

In providing the apperception, teachers tend to neglect the existence of the special needs students. Teachers generalized the activity in this step, therefore some of students did not seem understand with what teachers mentioned. The use of variety learning media and sources are needed. The use of the pictures on the screen will be able to catch the attention of students especially attention deficit student or teachers might bring visual or hand on activity for students to be more aware of what they will learn. Also the use of Translanguaging is might needed. Teachers might translate the learning objectives into their mother language to gain a clearer understanding. This helped the students to picture what they will do for the next up-coming activity. According to Walter Dick and Carrey (in Hartini, Widyaningtyas, & Mashluhah 2017), there is a strategy that can be applied by teachers in order to support the students. This strategy is instructional learning which is in accordance with introduction of learning activities. In order to support the students which have different needs, teachers supposed to modify the instruction used to students.

The learning approach/ method/strategy conducted by the first teacher was generally the same either for regular, slow learning, and attention deficit students. There was no modification conducted in term of strategy or method, therefore, some students less understand the lesson given. However, the implementations of learning activity conducted by the second EFL teacher was slightly better than first teacher. The second teacher sometimes

approached students who seemed confused and helped them. And in certain time, the use of peer-mediated was applied by second teacher to support special needs students better. However, the way of second teacher run the learning activity still needed to be developed. Teacher tend to encourage the students who have high motivation to learn (clever students). The special needs students did not really get involve in the activity. This situation was in line with the research conducted by Chan and Yuen (2015) which demonstrate that some of the teachers are not adaptive enough on their teaching approach and have difficulties in differentiating instruction and learning activities.

Meanwhile, Holmberg and Jeyaprathaban (2016) indicate that there is a lack of expertise on the part of the general teachers to deliver adapted teaching-learning process in inclusive classroom practice. According to Walton (2002:8), the use of specific strategies such as co-operative learning, individualization, peer tutoring and group methods are important and helpful to support students in inclusive classes, particularly slow learning and attention deficit students. Those strategies will be able to increase special students' marks in areas such as social interaction, verbal interaction, personal interaction, as well as academic achievement.

In line with the statement above, based on ford (2013) there are three strategies can be used to teach inclusive classroom. The first is co-teaching. It is a teaching strategy that use by teachers where they are more than one teacher teach in the classroom. Considering that in each school has only one teacher to teach who seemed to focus on some students only, therefore it was suggested to use this strategy as the amount of the students were very huge. Aside of it, the existence of the slow learning and attention deficit students seemed neglected by teachers. Therefore, when the teachers apply the co-teaching, the role of the each teacher may differ, one of the teacher may as the main teacher, meanwhile the other

teacher as the assistance. The assistance teacher may help the special need students as shadow teacher in order to help them to achieve the learning goals (Padmadewi & Artini, 2017)

The second strategy is the differentiated instructions. In teaching special needs students, teachers are required to differentiate the instructions. Mostly, the academic and potential ability of the special needs students are lower than regular students, thus the instructions differentiation is needed. Teachers might use students' mother language in order to create a simpler instruction or the use of break down instruction might help attention deficit student better. The last strategy is the peer-mediated instruction. This means that teachers my function the assistance of one student to facilitate another students. By learning from their peer, some students may learn comfortably and not hesitate to ask if needed.

According to the Department of Education (2001) in order for teachers to accommodate the diverse needs of students *"… they are expected to use a variety of teaching strategies and have to adapt the curriculum to suit the needs of all learners".* This means teachers should understand that there are some students who are slow in their approach to learning. It is therefore necessary that teachers should use different methods of teaching to embrace them and move with them along all steps of the way to realising their full potential. This is what inclusion expects teachers to do. In the other hand, there was special teacher or shadow exist in both schools.

It can be seen that the learning media and resources provided by both schools were not maximal. This is in line with the research conducted by (Poernomo, 2016), where on his research found the same phenomenon. In the current research, aside of using the handbooks, the utilization of pictures, videos, hand on activity or other visual media are needed. It helps students achieve the learning objectives better because students have different learning style. The use of visual

media in teaching and learning can benefit students to create longer lasting and sensory experiences (Wamalwa & Wamalwa, 2014).

Both teachers were following up the learning activity by giving remedial to students who were not achieve the learning objectives. However, in implementing the reflection both teachers seemed to focus to some students only. In this activity, the teachers and students expected to do the evaluation and reflection about the whole learning activities together. The teachers need to evaluate the learning result. However, the real practice differed. Only smart students who participated in this activity, teachers were not encourage or gave the opportunity for slow learning and attention deficit students to convey their opinions. Teachers seemed neglecting the existence of special needs students. It can be concluded that the ability of teacher in handling the classroom with different characteristics need to be developed. In order to help students better, it suggested that teachers need to develop and vary their strategies to accommodate the diverse needs of learners and integrating them into the teaching and learning actions (Mypa, 2007; Ribahan, 2017).

CONCLUSION

From the discussion above it can be concluded that the learning activities implemented by the first and the second teachers were based on the lesson plans. The results of observations show that learning activities conducted by teachers covered the need of regular students. Additionally, the approach/method/strategies provided by both teachers did not reflect consideration on characteristics of slow learning and attention deficit students. Further, both teachers seemed to neglect the existence of the slow learning and attention deficit students. Teachers only focus on the regular students, as the result, slow learning, and attention deficit students achieved less facilitation. As seeing the characteristics of both special needs students, teachers are expected to modify their teaching method/strategies. Besides, the teaching media and learning

resources need to be adapted to meet the learners' need.

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