

THE IMPLEMENTATION OF INCLUSIVE EDUCATION BY ENGLISH TEACHERS TO TEACH SLOW LEARNERS AT SMK NEGERI 3 SINGARAJA

Yekti, M.C.M.¹, Ratminingsih, N.M.², Dewi, K.S.³

^{1,2,3}Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received March 10th 2019

Received in revised form

March 30th 2019

Accepted April 5th 2019

Available online September 4th 2019

Keywords:

Inclusive education,

Slow learners,

Teaching English

ABSTRACT

Inclusive education has been increasing significantly in Singaraja and helping the students with special needs as well as getting their right to have a proper education. Since inclusive was a new policy in education, new research was needed to find out how the implementation and the obstacles faced in inclusive. This study was aimed at investigating the implementation of inclusive education by English teachers to teach slow learners included in a regular classroom. This research was conducted at SMK Negeri 3 Singaraja as one of the general schools which implemented inclusive education. This research was in the form of qualitative research with a case study method. The data were obtained through document study, interviews, and observations. The findings show that (1) the English teachers used same teachers' preparation and modified some activities in the learning process and used different assessment, and (2) there were also found supporting factors such as complete administration, a good way of transferring knowledge, used different assessment and also found challenging factors in implementing inclusive education such as lack of trained teacher, lack of inclusive policy, and lack of differentiation in instructions. Inclusive education has been implemented at SMK Negeri 3 Singaraja but still has to be improved.

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1. Introduction

Education plays an important role in facilitating the students to get a chance to show their ability, improve their cognitive, increase their academic and non-academic achievement, and build social interaction toward the other students, teachers, or society through teaching and learning process. Bhardwaj (2016) notes education not only gives a platform to succeed but also the knowledge of social conduct, strength, character, and self-respect. Johan and Harlan (2014) add the country needs to have a proper education. Therefore, the government in Indonesia develops three systems of national education such as formal, non-formal, and informal education (*Undang-undang No. 20 Tahun 2003, Pasal 13 Ayat 1*). It cannot be denied that education should be strengthened and supported to confirm the need of giving care and attention to all including the students with special needs (*Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 70 Tahun 2009 pasal 3*). This statement is also supported by UUD (*Undang-undang Dasar*) Pasal 31 Ayat 1 and Chamidah (2016), who explain every child has the right in having basic education. They have different skills and potentials that should be developed and improved without considering whether they are normal or special needs (Holmberg & Jeyaprathaban, 2016). Students with special needs (SEN) are students who have deficiencies both physically, mentally and socially disabled (Sunardi et al., 2011). *Kementrian Pendidikan Nasional (Kemendiknas) RI Nomor 70 Tahun 2009 Pa. 28* and (Drame & Kamphoff, 2014) state the educational need should be adequate with all children adults, so there is no discrimination to the students with special needs.

Nowadays, the learning requirements of students with special needs are provided in the same school with the general students, it is called "inclusive education". *Peraturan Menteri Pendidikan Nasional*

Republik Indonesia No. 70 Tahun 2009 pasal 3 and Kaushik and Sankar (2017) explain about the aims of conducting inclusive education. Those aims are: (1) ensure that all children have a chance to access an effective, relevant, and appropriate education without considering of normal children and children with special needs, (2) ensure that all parties create a conducive learning environment. So, all children are involved in the learning process, because inclusive education is a process increasing the students' participation and decreasing the separation between culture, curriculum, and the school community (*Kementerian Pendidikan Nasional (Kemendiknas) RI Tahun 2007*). SMK Negeri 3 Singaraja is one of the schools which conducted inclusive education in Singaraja, Bali. SMK N 3 Singaraja has implemented inclusive education since 2015. But the operational system for inclusive setting started in 2017 because they received the special needs students in the year of 2017. This year, there are three students with special needs at SMK Negeri 3 Singaraja. Two students with slow learners, one male student in the 1st grade a slow learner and one male student in the 2nd grade a slow learner and one student with hearing impairment in the 2nd grade. Lack of information about the implementation of inclusive education is being the biggest fear reason for every school in implementing inclusive education. Realizing that phenomenon, this research is intended to investigate how the English teachers at SMK Negeri 3 Singaraja teach slow learners in inclusive classrooms and what supporting factors and challenging factors in implementing inclusive education.

1.1 Definition of Inclusive Education

The concept of inclusive education has been widely defined by many researchers. Previously, the concept of inclusive education was only defined as placing special needs students in one classroom with normal students. This statement is in line with what has been defined by Mapolisa and Tshabalala (2013) and Drame and Kamphoff (2014) that is the general term of inclusive as an ending of all separate special education placement for all students and full-time placement in general education with appropriate special education supports within that classroom. So, inclusive is not only about placing students with special needs into general classrooms (Mitiku et al., 2014). The idea of inclusive is further supported by Singh (2016). He defines Inclusive Education (IE) is a process of addressing the needs of all learners by reducing barriers and increasing the learning environment. Sharma (2015) explains the concept of inclusive education as the responsibility of the schools in providing and developing effective strategies, teaching and learning within inclusive setups for all special needs students to make schools more learning-friendly. Her statement is in line with N and HaseenTaj (2014) argue that inclusive education is an approach to educate students with special educational needs. Under the inclusive model, students with special needs spend most or all of their time with normal students.

Children with special needs are children that are categorized as children that need more special attention and have experienced difficulties in their development, such as physical development, cognitive development, communication skill, emotional, social interaction, etc. Yusuf (2018) and Kavelashvili (2017) point out that children with special needs are children that need an education setting that can be adapted with their barriers and their needs. It can be said that children with special needs are children who categorized as children that need more special attention and have experienced difficulties in their development, such as physical development, cognitive development, communication skill, emotional, social interaction, etc.

Children with special needs are children who have different limitations both physically, mentally and socially disabled. There are several classifications of children with special needs. *Peraturan Pemerintah No. 17 Tahun 2010* classifies four main classifications for children with special needs. Those classifications are: (1) Behavioral, Emotional and Social Development Needs such as ADHD, Emotional Behavioral Disorder (EBD), etc. (2) Cognition & Learning such as Specific Learning Difficulties, slow learner, etc. (3) Communication & Interaction Needs such as Speech, Language and Communication Needs. (4) Physical & Sensory Needs such as Visual Impairment (VI) and Hearing Impairment (HI). NICHCY (2012) and Chamidah (2016) also classify some classifications of children with special needs. Those are visual impairment, deafness, mentally disabled, Physical disability, slow learner, etc.

Slow learners have difficulty with higher-order thinking or reasoning skills. This suggests that it will be more challenging to learn new concepts. Bahrudin (2018) and Dewi (2017) explain slow learner students are those who have low learning achievement in almost all academic areas. Besides in academic ability, they also have some limitation ability, especially in coordination skills, such as; using stationery. In addition, Vasudevan (2017) and Aziz (2015) describe slow learners as children who have an intelligence level below the average of around 75-90. They need repeated explanations for one teaching material and slowly in mastering some skills (Williamson & Paul, 2012). Pandey and Kurian (2016) further explain slow learners are used for those students who have learning problems or children who have limited

intelligence. Slow learners need extra interval, more and additional repetition, and normally extra nab from instructors to be successful (Mukunthan, 2013).

Slow learners are students who have the ability to think below the average of their age peers. They just need more effort to understand a concept that had been mastered by the majority of the class. Bahrudin (2018) expresses some groups of slow learners based on the problems that they faced. Those groups are children with low concentration/attention problems, children with memory problems, children with social-emotional problems. In addition, Fitri et al. (2018) classify a slow learner as follows: dyslexia, dysgraphia, and dyscalculia.

Slow learners have several characteristics that distinguish them from normal students. Kumar et al. (2016) and Hartini et al. (2017) explain some characteristics of slow learners. Those are lack of cognitive capacity, low memory, lack concentration, and inability to express ideas. In addition, Amelia (2016) identifies some slow learners characteristics, including 1) the average learning achievement is low, usually less than six; 2) often late in completing academic tasks, when compared to their classmate; 3) having problems with adaptation in class because they have the ability to do tasks that are lower than their classmates.

1.2 Teachers Preparation

Teachers' preparation is designed in the form of syllabus and lesson plans that refer to content standards (Kustawan, 2018). Muhammad (2013) also defines teachers preparation as the preparation of a plan for implementing learning and preparing media and learning resources, learning scenarios, and learning assessments. Faravani et al. (2018) explain the syllabus is an outline of a subject in a course of study or teaching. It has aimed to explain what will be expected from a course, and how the course will be run. Meanwhile, Kustawan (2018) defines a lesson plan as a plan of face to face learning activities for one meeting or more. A lesson plan is developed from syllabus to direct learning activities of students to reach basic competency (*Permendikbud No. 103 Tahun 2014*)

1.3 Learning Process

Learning is a process of interaction between teachers and students and learning resources in a learning environment to reach the expected competencies. Kustawan (2018) defines the learning process in the education unit is held interactively, inspiring, fun, challenging and motivating the students. Learning objectives are formulated base on competency standards that can be observed and measured including attitudes, knowledge, and skill. Sequeira (2017) adds the learning process as a change about developing a new skill, understanding a scientific law, and changing an attitude. Suhana (2014) and Suprihatiningrum (2016) explain the steps of learning activities in each meeting contain some elements of activity such as 1) opening activities; 2) main activities; 3) closing activities.

1.4 Assessment

One of the obligations of a teacher is to monitor every progress of their students' learning process. Thus, in order to be able to monitor the progress of young learners, the teacher needs assessment. Shaaban (2001) explains assessment is viewed as closely related to instruction. In an academic context, assessment is needed in helping the teachers to make decisions about students' abilities, their placement levels, and their achievement. Jones (2005) and Jabbarifar (2009) further define assessment as a part of classroom activities which are required to promote learning and achievement. There are three types of assessment. Those are diagnostic assessment, formative assessment, and summative assessment (Jabbarifar, 2009).

2. Methods

The design of the research was in the form of qualitative research with a case study approach which aimed at gaining an in-depth understanding of the situation and the results of the study can provide a broad picture, as well as in-depth information about a particular social unit. The study took place in first grade and second grade of vocational high school at SMK Negeri 3 Singaraja where the students had been diagnosed as slow learners. The subjects of this study were the English teachers who taught slow learners and the object of this study was the implementation of inclusive education. The methods of data collection

were document study, interview, and observation. To guarantee the validity of this result, this research used triangulation in order to strengthen the conclusion and reduce the risk of false interpretation.

3. Findings and Discussion

The finding of the research showed that the implementation of inclusive education at SMK Negeri 3 Singaraja focused on the teachers' preparation, learning process, and also assessments used in assessing the slow learners. And the finding also showed the supporting factors and challenging factors in implementing inclusive education.

3.1. The Implementation of Inclusive Education by English Teachers to Teach Slow Learner at SMK Negeri 3 Singaraja

3.1.1. Teacher preparation

The English teacher at SMK Negeri 3 Singaraja used the same syllabus and lesson plan in order to teach an inclusive classroom and they just modified the main activities and also the assessment used in assessing slow learners. The English teachers did not make a special syllabus and lesson plan because those were considered difficult for the teachers. Kustawan (2018) explains the teachers' preparation is designed in the form of syllabus and lesson plans that refer to content standards. Muhammad (2013) also adds the teachers' preparation is a preparation in the form of syllabus and lesson plans according to the learning approach or strategy that will be used in the teaching and learning process. Meanwhile, 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. Forlin and Chambers (2011) also clarify that the school needs to provide special administration in order to implement inclusive education. In conclusion, English teachers need to create and use special syllabus and lesson plans in teaching an inclusive classroom. Because special syllabus and lesson plans are important in supporting the learning process of slow learners. Therefore, slow learners could gain the knowledge and learning experiences which suitable for their ability.

3.1.2. Learning Process

There were not any different strategies about the learning process in the inclusive classroom for students and slow learners.

3.1.2.1. Opening activities

The English teachers did the orientation section by equalizing all the students. The activities in orientation sections were collecting the homework, inviting students who were still noisy to calm down, giving advice, checking students' attendance and showing some interesting objects by giving illustrations about the material that will be taught. Therefore, the students and slow learners could focus on the material. This is in line with Suh (2011) adds the orientation section means directing students to act in the teaching and learning process and it can be done by collaborative learning in focusing the attention of students on the material. Anyanwu and Iwiamadi (2015) also support that the activities of the teachers in the orientation are explaining the objective of the material, time, learning steps, expectation of the results and assessments. Meanwhile, the students' activities are responding to discuss the steps of learning, the expected outcomes, and assessment. In conclusion, the English teachers already implemented the orientation section based on the theory. So, the English teacher could direct the students to focus on the material.

The apperception carried out by the English teachers at SMK Negeri 3 Singaraja was questions and answers section about the material that has been studied earlier and asking questions related to the material. This is in accordance with Suhana (2014) who explains apperception as a connection chain between the initial knowledge that students have to use as a starting point and new material that students will learn. Puteri (2018) adds apperception process is an activity undertaken by the teachers to create a mentally prepared atmosphere that intended to stimulate the student's attention to be focused on things to be studied. The apperception sections carried out by the English teachers were already implemented based on the theory which stated that apperception can stimulate the students' attention by connecting the initial knowledge and the new material that will be taught.

The English teachers at SMK Negeri 3 Singaraja motivated the students by explaining the benefits of the material and the activities. The English teachers also used visual aids as a motivational tool in enhancing students' attention during the learning process. Shabiralyani et al. (2015) explain visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Ho and Intai (2017) add examples of visual aids that might be used by the teachers are actual objects, charts, maps, whiteboards, slides, etc. Padmadewi and Artini (2017) also support this statement, that the use of visual media as the main media for instructions can be a beneficial impact on the motivation and success of the students with special needs in learning English. Pandey and Kurian (2016) in their article also add the teacher must manage and utilize the system and technique in teaching slow learners, therefore slow learners can be spurred to deliver great work and build up their minds towards the learning process. In conclusion, the English teachers already used visual aids such as maps, whiteboards, and slides to motivate the students in enhancing students' attention during the learning process.

The English teachers at SMK Negeri 3 Singaraja provided references by giving examples and how to do exercises and giving an explanation about the material. This was in line with Hackathorn et al. (2011) adds that giving reference consists of introducing constructs and definition about the material, examples of how phenomena work, and other information. This is beneficial in introducing a vast amount of information, especially in large classes. In conclusion, the English teachers already provided references by giving examples and how to do exercises and giving an explanation, so the English teacher already implemented the section based on the theory.

3.1.2.2. Main activities

In main activities, the English teachers involved students in seeking information about the topics or materials that learned by giving some practices on worksheets, giving direction and instruction to the students and being assisted by their friends. The learning media used in learning activities were generally whiteboard, images, and slides. The learning resources used by English teachers were textbooks, student's worksheets and the English teachers themselves. This is in line with Suprihatiningrum (2016) who explains in main activities teachers use learning models, learning methods, learning media, and learning resources that are adapted to the characteristics of students. Herlinda (2014) adds by using media, slow learners are easier in understanding the material because it makes the learning activities are not monotonous. In conclusion, the English teachers used media such as slides so the slow learners can easier in understanding the material. By using media the learning process could be more relaxed.

The English teachers delivered learning the material to slow learners by repeating the explanation more than one times. This was in line with one of the learning methods for a slow learner. Williamson & Paul (2012) explains that a slow learner needs more repetition around three to four times to understand the material. Mukunthan (2013) also adds slow learners need extra interval, more and additional repetition, and normally extra explanation from instructors to be successful. The English teachers also facilitated the interaction between a slow learner and normal students by applying a peer tutor. Ali et al. (2015) add peer tutor creates the opportunity for the students to learn from each other by utilizing their skills. It enabled students to have more practice rather than traditional teaching. In conclusion, the English teachers needed to conduct repetition in order to make slow learners are easier in understanding the material. The English teachers also facilitated the interaction between slow learners and normal students by giving questions to slow learners and asking normal students to help in answering the questions.

English teachers engaged students to be active in learning activities by asking questions and pointing the students' names. This statement is in line with 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.

The English teachers familiarized the students with writing through specific assignments in notebooks and on worksheets. Teachers gave homework to slow learners every day in order to familiarize them with the material that was taught. The tasks that had not been completed yet in schools were used as homework. This was in line with Buyukalan and Altinay (2018) add giving homework to students can contribute a positive effect to increase students' achievement. Fitri et al. (2018) also support that the use of drilling methods can increase the writing skills of slow learners. In the drilling process, the students were asked to find out the mistakes in writing and repeat the writing until it is already corrected. 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 are 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.

The English teacher gave positive feedback and reinforcement in the form of verbal words by saying "good", "your answer is great", giving extra point or bonus point, and clapping power. This was in accordance with Ruhela (2014) who states that a positive response made by teachers can maintain and improve the positive behavior of the students. Borah (2013) adds that the first responsibility of the teacher is to build up confidence among the students. In conclusion, encouraging words and positive reinforcement may bring about a positive impact on the slow learners and boost them to perform best.

3.1.2.3. Closing activities

In the closing activities, the English teachers summarized or concluded the lesson by asking the material through question and answer section about the material that had been studied and also providing a written assessment of the students' work. The English teachers also followed-up activities in the form of individual assessments and giving homework to the students. In the end, the English teacher conveyed the lesson plan at the next meeting. In line with this, Hamdayama (2016) mentions some steps in conducting closing activities, namely: reviewing, evaluating assignments, and providing follow-up. In other words, Ganske (2017) also explains more detail about the meaning of closing activities. She adds closing activities are the activities of the teacher to end the lesson by restating the main points of the lesson. In conclusion, the English teachers summarized or concluded the lesson in order to make the students got a complete picture of the subject matter and learning outcomes.

3.1.3. Assessment

The assessments used in assessing slow learners were cognitive assessment, psychomotor assessment, and effective assessment. The English teachers were more focused on the effective assessment in assessing slow learners because for a slow learner the cognitive aspect was really hard to achieve. This is in line with Kumar et al.(2016) clarifies about the characteristic of slow learners that is lacking cognitive capacity. So, the English teacher assessed slow learners on effective assessment. Borah (2013) adds that teachers need to use shorter tests or oral testing in assessing them, lack of cognitive aspect makes them difficult and quite slowly in mastering some skills. In conclusion, the English teachers differentiated the assessment used in assessing the students and slow learners, because they have different abilities and cognitive capacity.

3.2. The Supporting Factors and Challenging Factors in Implementing Inclusive Education

3.2.1. Supporting factors

There were some supporting factors in implementing inclusive education in the general school setting, especially at SMK Negeri 3 Singaraja. Those supporting factors were the positive attitudes of the English teachers, school, and the school society. For instance, the English teachers always tried to build the confidence of slow learners by giving them a chance to show their best by asking them a question that they can answer and followed by giving the slow learners encouraging words and positive reinforcement, the school also provided anti-bullying programs, so they were welcome every difference at their school, and the other school society also supported the slow learners by building good interactions like the other students. Tyagi (2016) also defines the role of teachers in conducting inclusive education. He explains the teachers' role are not only to teach the subject but also to provide other training such as mobility training, self-care training, preparation of teaching material according to the needs of the disabled children, and so on. McCrimmon (2015) in his article also supports that providing such training to the teachers in preparing themselves to teach slow learners can be a positive solution for the issue of lack of adequate teacher preparation.

3.2.2. Challenging factors

Besides the supporting factors, there were also challenging factors in implementing inclusive education in the general school setting. Those challenging factors were lack of trained teachers, lack of inclusive policy, and lack of differentiation in instruction among others. The school environment also became the challenging factors in implementing inclusive education, such as a gap between the learning and teaching process. The English teachers teach the class for average IQ level students, but the slow

learner cannot match up with the average teaching process because of the complexity of the subject. This is in line with Amelia (2016) who identifies some slow learners' characteristics, including; the average learning achievement is low and often late in completing academic tasks when compared to their classmates. Bhatnagar and Das (2014) in their research also add some challenges in implementing inclusive education, such as lack of trained teachers, lack of inclusive policy, and lack of differentiation in instruction among others. The research from Ametepee and Anastasiou (2015) also support the challenges found in implementing inclusive education. Those were lack of establishment of an effective inclusive system, lack of the establishment of the assessment center, and lack of training teachers. In conclusion, there were some challenging factors in implementing inclusive education. Those factors could be from the students themselves or from the teachers or the school's environment that could make the slow learner being isolated and afraid of showing their ideas and opinion.

4. Conclusion

From the discussion above it can be concluded that the inclusive education at SMK Negeri 3 Singaraja has been implemented. There were no significant differences between the teachers' preparation, learning process, and assessment between general students and slow learners. The English teachers used the same syllabus and lesson plan in learning planning. Meanwhile, there were some special treatments for slow learners, such as: (1) the English teachers needed to repeat the explanation in order to make slow learners understand the material well and gave extra time for slow learners to finish the exercises. (2) The English teachers gave some questions by pointing slow learners' names in order to make slow learners became active in the learning process and could build positive interactions between the teacher and the other students. (3) The exercises given for slow learners were more simple than the other students and if the exercises not finished yet the English teacher asked slow learners to finish the exercises at home as homework, therefore slow learners can continue studying at their home. (4) The English teachers gave positive reinforcement and feedback through verbal or non-verbal if they can answer the questions correctly and the positive reinforcement given was in English. The assessments for slow learners were different between the general students. The assessment given was adjusted with the ability of slow learners, such as general students got ten points if they can answer the ten questions given correctly, meanwhile, slow learners were given ten scores if they can answer five simple questions. There were also supporting factors in implementing inclusive education at SMK Negeri 3 Singaraja. Those were complete administration, good ways of transferring knowledge, the high interest of slow learners, and the used of different assessments. Besides supporting factors, there were some challenging factors in implementing inclusive education. Those were lack of trained teachers, lack of inclusive policy and lack of differentiation in instructions in an inclusive classroom.

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