# AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING ENGLISH AT INCLUSIVE CLASSROOM OF MA MUHAMMADIYAH 1 PONOROGO IN ACADEMIC YEAR 2018/2019

## THESIS



By

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# ABSTRACT

**PUSPITASARI, RIMA DEWI**. 2019. *Teacher's Strategy in Teaching English at Inclusive Classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019.*Thesis, English Education Departement, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Pryla Rochmahwati, M.Pd.

**Key word: Teacher's strategy and inclusive classroom**

Teaching disabilities students is different from teaching regular students at inclusive classroom. Teaching disabilities students in inclusive classroom has to consider some techniques and strategies in teaching and learning process. The researcher was interested to analyze the strategies that the teacher applied in teaching and learning process at inclusive class.

The purpose of this research was to scrutinize the teacher's strategies in teaching English at inclusive classroom of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019. To reveal what the teacher's strategy applied in teaching English at inclusive class; the researcher formulated the problem statements into: (1)What are strategies employed by teacher in teaching English at inclusive classroom ?, (2)What are the problem faced by teacher in teaching English at inclusive classroom ? and

(3)How does the teacher solve the problems faced in teaching English at inclusive classroom ?.

This research applied qualitative approach and used case-study design. The techniques of collecting data were interview, observation, and documentation. The data were analyzed by data reduction, data display, and conclusion drawing/verification.

The result of this research revealed that (1)English Teacher at MA Muhammadiyah 1 Ponorogo applied some strategies in teaching English at inclusive class of XI IPS. Those are arranging the students' seat, giving good explaining and teaching models, approaching and giving more attention, and helping from regular students. (2)The problems faced by teacher are spending more time in explaining and the absence of training for teaching disabilities students. (3)In solving the problems of teaching English at inclusive class of XI IPS, the teacher applies certain strategies to make the students understand the lesson easily, namely, reading aloud, reading passage, questioning and discussing.

# APPROVAL SHEET

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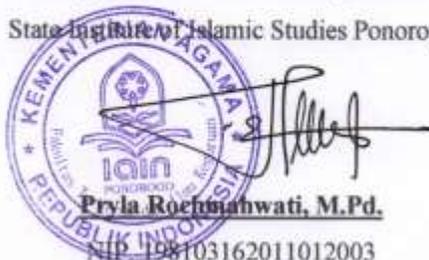
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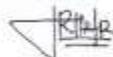
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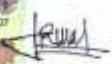
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# CHAPTER I

# INTRODUCTION

## A. Background of the study

Education is one of the most essential part of one's life. Education is defined as the process of gaining the knowledge. According to the Children's Rights Law "every child has the right to obtain education and teaching in the context of his/her personal development in accordance with his/her interests, talents and level of intelligence".[1] Every child has the opportunities to get education both regular students and students with special needs. In the United Nations Convention on the Rights of the Child of 1989, this policy advocates for the rights of

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[1] Republic of Indonesia Law  Number 23 of 2002 on Child Protection.

all children to get education without any kind of segregation or mistreatment. It also points out that children with disabilities should be assured of education as much as their fellow children without disabilities.[2]

The Salamanca Statement established inclusive education on an international footing. Children with Special Educational Needs (SEN) must have access to regular schools, and regular schools with an inclusive orientation:

"… are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for

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[2] Baraka Michael Mwakyeja, "Teaching Students with Visual Impairments in Inclusive Classrooms," (Thesis, Universisty of Oslo, Norwegia, 2013), 11.

all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." [3]

The Salamanca Statement is a remarkable and fundamental document giving out a firm standpoint on inclusive education, aiming at eliminating discrimination, creating welcoming communities, building an inclusive society and reaching education for all.[4]

In Indonesia, The government has organized education for students with special needs to gain

[3]Ingrid Korner, *Towards Inclusive Education: Example of Good Practices of Inclusive Education* (Edinburgh: Inclusion Europe), 2.

[4]Baraka Michael Mwakyeja, "Teaching Students with Visual Impairments in Inclusive Classrooms," (Thesis, Universisty of Oslo, Norwegia, 2013), 11.

education in inclusive classroom. According to Caliman many schools have been modified both structurally and methodologically in order to receive the Special Education Needs, but teachers must also be ready to help the SEN to accomplish their goals in terms of education and also have the knowledge on how these students should be treated in class and how the other children who do not have any special needs can help their classmates in any activity or necessity. The most important concept mentioned by Caliman is that it is not the inclusion that must fit in school, but the school must seek for knowledge to receive this diversity.[5]

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[5]Isis Pesch-Ducat Martins, "Affectivity and the Teaching of the English Language of Blind Students," (Thesis, Federal University of Technology, Curitiba, 2015), 18.

Salisbury also states that all children need to build friendships and relationships, respect and understanding of each other, so that they are prepared to be responsible members of the community, inclusion provides this opportunity.[6]

At inclusive classroom, teaching English as foreign language (TEFL) to disabilities students is different from teaching regular students. The teacher may apply different technique to teach disabilities students. In order to understand how to manage inclusive classroom, especially where disabilities students are present, teacher has to develop an understanding of key strategies critical to make the students understand about the lesson and achieve the

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[6]Susan Carney, Gail Clark, et.al., *Teaching Students with Visual Impairments in Inclusive Classrooms* (Regina:Saskatchewan Learning, 2003), 19.

success. According to Webster & Roe , an effective teaching is more than merely transmission of information from teachers to students, but rather a complex interaction between the two parts.[7]

Based on the research who was conducted by Nicola Lake, entitled Teachers' Teaching Strategies in a Sample of South African Inclusive Classrooms, he conducted the research  that the teacher taught through the use of variety and differentiation in teaching at inclusive classroom. This research focused on the teaching style and knowledge of learners. From the data, the teacher used learner-centered approach. This approach was also called Curriculum Assessment Policy statements (CAPs). Besides that, the teacher also

[7] Ibid,  25.

used knowing learners and establishing learners' needs.[8]

Based on the result of preliminary observation at MA Muhammadiyah 1 Ponorogo, there are students with visual impairment. Visual impairment refers to a significant loss of vision, even though the person may wear corrective lenses.[9] Teaching students with visual impairment in inclusive classroom has to consider some techniques and strategies in teaching and learning process. The researcher conducted an interview to the English teacher on 16th of November 2018. The teacher is

[8]Nicola Lake, "Teachers' Teaching Strategies in a Sample of South African Inclusive Classrooms," (Dissertation, University of the Witwatersrand, Johannesburg, 2010).

[9] Susan Carney, Gail Clark, et.al., *Teaching Students with Visual Impairments in Inclusive Classrooms* (Regina:Saskatchewan Learning, 2003), 3.

Mr.Mochamad Ibnu Solikin, S.Pd. He teaches at MA Muhammadiyah 1 Ponorogo. He said that there are about seven students with disabilities at MA Muhammadiyah 1 Ponorogo. There is also one student with disabilities who has high achievement. The student's name is Ayu. She is student with visual impairment and has high achievement from XI IPS.[10]

Based on the explanation above, the researcher is interested to conduct a case study research entitled: "An Analysis of Teacher's Strategies in Teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019".

[10]Interview with English Teacher class XI IPS of MA Muhamadiyah 1 Ponorogo on 16th of November, 2018.

## B. Research Focus and Limitation of the Study

This research will be focused on teacher's strategies in teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo. The problems are limited as the following:

1. Teacher's strategies in teaching English at inclusive classroom of MA Muhammadiyah 1 Ponorogo.

2. Students from XI IPS.

## C. Statements of the Problem

Based on the background study above, the problems of the research are follows:

1. What are the strategies employed by teacher in teaching English at inclusive classroom ?

2. What are the problems faced by teacher in teaching English at inclusive classroom ?

3. How does the teacher solve the problems faced in teaching English at inclusive classroom ?

D. **Objectives of the Study**

Based on the statements of the problem, the objectives of this study are to :

1. Find out the  teacher's strategies in teaching English at inclusive classroom.

2. Find out the problems faced by teacher in teaching English at inclusive classroom.

3. Find out the teacher's way to solve the problems faced in teaching English at inclusive classroom.

E. **Significances of the Study**

1. Theoretical Significance

This research will give some useful information about Teacher's strategies in

teaching English for student with visual impairment at inclusive classroom. This research is expected to be used as a reference for other researchers to conduct a research in Teaching and Learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

2. Practical Significance

   a) For the students, the result of this study can be used to help the student with visual impairment easier to understand in learning English.

   b) For teacher, the result of this study is may help the teacher to improve the strategies in teaching English to student with visual impairment at Inclusive classroom.

## F. Organization of the Thesis

Organization of thesis is given to make the readers understand the content of thesis. It consists of five chapter:

CHAPTER I : The first chapter is introduction. It presents the research foundation including background of the study, research focus and limitation of the study, the objective of the study, significance of the study, research methodology and organization of the thesis.

CHAPTER II : Theoretical analysis, discuss about teacher's strategies

employed in teaching English at Inclusive classroom.

CHAPTER III          :Discuss about research location, data description. In this chapter also there are data about teacher's strategies in teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo.

CHAPTER IV          :Discussion. In this chapter discuss about the teacher's strategies in teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo.

CHAPTER V           :Conclusion and Suggestion.

# CHAPTER II

# PREVIOUS RESEARCH FINDINGS AND

# THEORETICAL BACKGROUND

## A. Previous Research Findings

Before the researcher conduct the study, the researcher will check other studies to find whether there are some similar studies or not. Previous studies in teacher's strategies have been conducted by some researcher.

The first, was conducted by Kerri Janae Johnson-Jones entitle Educating Students With Visual Impairments In The General Education Setting. This research employed qualitative approach and case study method. This research focused on describing the experiences of visually impaired

students along the spectrum of being legally blind and their teacher's experiences within the general education setting.[11] The similarity of this previous research and the research is about teaching students with visual impairment in general education setting. Whereas, the differences between this previous research and the research are that the previous research described the students with visual impairment and teachers' experiences in general education while this research will observe the teacher's strategies in teaching English at inclusive classroom.

The second, was conducted by Martins, Isis P. D., entitle Affectivity and The Teaching of The

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[11]Kerri Janae Johnson-Jones, "Educating Students with Visual Impairments in the General Education Seting," (Dissertations, The University of Southern Mississippi, Hattiesburg, 2017).

English Language of Blind Students. This research employed qualitative research. This research focused on the role of affection between students with visual impairment and the teachers for learning the English language, and to pursue the motivations of students in the acquisition of this new language. The affection developed by the teachers, in service and blind students contributed to the learning process of the English language.[12] The similarity of this previous research and the research is about teaching the students with visual impairment in inclusive school. Whereas, the differences between this previous research and the research are that the previous research observed the role of affection and pursue

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[12]Isis Pesch-Ducat Martins, "Affectivity and the Teaching of the English Language of Blind Students," (Thesis, Federal University of Technology, Curitiba, 2015).

the motivations of students in the acquisition of new language while this research will observe the teacher's strategies in teaching English at inclusive classroom.

The third, was conducted by Martina Ongbonya entitle Teachers' Preparedness for Pupils with Visual Impairment Inclusive Education in Cross River State, Nigeria. This research employed survey design. This research shown about the teachers' preparedness in the background information in inclusive education and acquired skills in use of technological facilities for teaching pupils with visual impairment in inclusive setting in Cross River State, Nigeria.[13] The similarity of this

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[13]Martina Ongbonya, "Teachers' Preparedness for Pupils with Visual Impairment Inclusive Education in Cross River State, Nigeria,"

previous research and the research is about how teach students with visual impairment in general education setting. Whereas, the differences between this previous research and the research are that in this previous research, the researcher was intended to find the teachers' background knowledge of the principle and practice of inclusive education for learners with visual impairment in general education while in this research, the researcher wants to find out the teacher's strategies in teaching English at inclusive classroom.

The fourth, was conducted by Baraka Michael Mwakyeja entitle Teaching Students with Visual Impairments in Inclusive Classrooms. The

*IOSR Journal of Muhamnities and Social Science,* Vol 20, (October, 2015).

research employed qualitative research and case study method. This research focused on the way general teachers teach students with visual impairments in inclusive classrooms and the challenges facing them. The findings revealed that general teachers have little knowledge about inclusive education and how it should be practiced not only for students with visual impairments but for all students with special needs. The knowledge about inclusion and teaching in inclusive classrooms is highly needed among general teachers to practice inclusive teaching for students with visual impairments in a professional manner. Preparation of teaching resources, like audio and tactile materials, reading braille writings, and instructing students with visual impairments the proper ways of using

their visual devices, is said to be the role of a special needs teacher.[14] The similarity of this previous research and the research are the way general teachers teach students with visual impairments in inclusive classrooms and the problem faced by the teacher in teaching in inclusive classroom. Whereas, the differences between this previous research and the research are this previous research was not only to find out the way general teacher teach students with visual impairment in inclusive classroom but also investigate the general teachers' preparation and adaption in teaching at inclusive classroom.

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[14]Baraka Michael Mwakyeja, "Teaching Students with Visual Impairments in Inclusive Classrooms," (Thesis, Universisty of Oslo, Norwegia, 2013).

## B. Theoretical Background

### 1. Teaching English

Teaching is a way to help someone to learn about something. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Brown also said Teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand.[15] Teaching English as a Foreign Language implies that English is taught in an area where it is not ruled

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[15]H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2000), 7.

by English people.[16] It refers that English is not as the mother tongue, but it can be as a second language or a foreign language where it is not ruled by English people.

a. Teaching Strategy

Strategy is an effort to achieve of success goal. In education context, J.R David stated that strategy is a plan, method, or series of activities of activities designed to achieve a particular educational goal.[17]

According to Kemp, teaching strategy is a teaching activities that must be done by the teacher and the students so that the goal

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[16]Grace Hui-chin Lin, Paul Shih-chieh Chien, *An Introduction to English Teaching:A Textbook for English Educators* (Texas:VDM Verlag), 3.

[17]Gili Nur Indah Liyaningsih, "Teachers' Strategies in Teaching English Vocabulary to Young Learners," (Thesis, IAIN Surakarta, Surakarta, 2017), 37.

of teaching reached effectively and efficiently. Kozma also states that teaching strategy means an every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose.[18]

b. Teaching English in Indonesia context

English is the most successful language on the world. Looking at the context of how English is used in Indonesia, English has been taught in Indonesia since the era of Dutch colonial period. It was since 1914 when junior high school were established. In August 1945, the government of Indonesia has chosen Bahasa Indonesia as

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[18]Gili Nur Indah Liyaningsih, "Teachers' Strategies in Teaching English Vocabulary to Young Learners," (Thesis, IAIN Surakarta, Surakarta, 2017), 38.

the national language. Then, English was recognized as the first foreign language in Indonesia and used as a mean for international communication to access scientific knowledge and new technologies and as a way to get to know and learn about the native speakers. Komaria noted that the Indonesia government instructed in 1989 Law as first language and thus instructed to be taught starting at the secondary level as a compulsory subject in the basic curriculum, but allows to be taught as the fourth grade of primary level. [19]

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[19] Rahmat Yusny, "ELT In Indonesian Context: Issues and Challenges" (State Islamic University of Ar Raniry Banda Aceh, 2013), 89-90.

Although English was not introduced to the Indonesia society as a second language, most of Indonesians argue that English is perceived as the most important other language. For internal development purposes, Indonesia needs to be able to develop English language curriculum that enables the learners to enhance themselves in education and scientific field, global trading, and academic advancement.[20]

2. Inclusion/Inclusive Education

The term inclusion represents an assumption that children with disabilities will participate and progress in the general education curriculum as appropriate, and that preschool

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[20] Ibid, 90.

children will participate in appropriate activities.[21]

According to Pijl, Mijer and Hegarty, inclusion has different meanings for different people. Referring to American experience they state that:

Inclusion certainly means 'place', a classroom in a regular school building, and a seat in an age – appropriate general education classroom. It also means access to, and participation in, the general education instructional program, either full-time or part-time. And it means bringing special education teachers or special education into general education schools and classrooms to help

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[21] Dallas Dance, *The Guide for Inclusive Education* (Baltimore: Baltimore County Public Schools, 2012), 3.

make inclusion work. Beyond this broad conceptualization, however, inclusion can mean very different things in different schools and among different professionals.[22]

In another context, according to Jha cited in Singal, inclusive education can also be understood involving 'all' children results in conceptualization of inclusion at three levels:

1. The focus is on inclusion of children with disabilities.

2. There is the inclusion of children belonging to socially and economically disadvantaged groups, who are either not

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[22] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 31-32.

coming to school or who drop out after a few years.

3. It is important to include children who are in the classroom but feel alienated due to non-relevant curriculum and teacher-centre pedagogy.[23]

Inclusive education means education of all students, where all students are equal participants in the learning process. Provision of inclusive education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialized services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is

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[23] Ibid, 33.

maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs.[24]

3. Inclusive classroom

According to Salamanca Framework for Action, the fundamental principle of the inclusive classroom is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive classrooms must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of

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[24] Anita Julka, *Including Children with Special Needs* (New Delhi: National Council of Educational Research and Training, 2014), 1.

learning and ensuring quality education to all
through appropriate curricula, organizational
arrangements, teaching strategies, resource use
and partnerships with their communities. There
should be a continuum of support and services to
match the continuum of special needs
encountered in every school.[25]

Sanjeev and Kumar believe that in
Inclusive classrooms, students with disabilities
and regular students learn in the same classroom,
and they are given the same access to study.
Sugiarmin states that there are some students that

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[25]Sanjay Kumar, *Inclusive Classroom, Social Inclusion/Exclusion and Diversity: Perspectives, Policies and Practices* (Delhi: Deskhal Publication, 2010), 8.

can be categorized as special students who can get an education in inclusive classrooms.[26]

In the inclusive environment, the educational system is designed based on students' individual needs, as this facilitates the academic and social improvement of each learner. Therefore, the adaptation of curriculum, including appropriate instructional strategies, additional academic support, and prevention of social isolation, is central to the creation of a more inclusive educational environment .[27]

4. Disability

[26]Natasha Prasetyaning Andryastuti, "Teachers' Strategies in Motivating Students in Inclusive School," (Thesis, Satya Wacana Christian University, Salatiga, 2015), 6.

[27] Esra Erbas, "Strategies that Teachers Use to Support the Inclusion of Students who are Deaf and Hard of Hearing," (Thesis, Indiana University, Bloomington, 2017), 4.

Disability is "the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors)."[28]

The International Classification of Functioning (ICF) as cited in UNESCO referring to 'Teaching Children with Disabilities in Inclusive Settings', defines disability as "the outcome of the interaction between a person with impairment and the environmental and attitudinal barriers s/he may face or a restriction or inability

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[28] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 68.

to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment."[29]

5. Students with visual impairment

Visual impairment refers to a significant loss of vision, even though the person may wear corrective lenses.[30] The nature and degree of visual impairment may vary significantly, so each student may require individual adaptations to instructional practices and materials in order to learn effectively. Visual impairment includes two main categories: blindness and low vision.

a) Legal blindness – ranges from a visual acuity of 20/200 in the better eye after correction, to

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[29] Ibid, 68.

[30] Susan Carney, Gail Clark, et.al., *Teaching Students with Visual Impairments in Inclusive Classrooms* (Regina:Saskatchewan Learning, 2003), 3.

having no usable vision or a field of vision reduced to an angle of 20 degrees. Visual acuity of 20/200 means that the individual sees at 20 feet what is normally seen at 200 feet. A reduced field of vision means that the individual has tunnel vision with limited peripheral vision.

b) Blindness – ranges from being totally without sight to unreliable vision and primary reliance on other senses. A person with blindness usually uses braille as a reading and writing medium.

c) Low vision – is reduced central acuity of 20/70 or less in the better eye after correction. Most students with visual impairments have low vision. These students

should be encouraged to use their residual (remaining) vision, when appropriate, using the necessary optical aids and adaptations. Students who are described as blind may have some usable vision.

Visual impairments are also further classified as congenital or adventitious.

a) Congenital refers to loss of vision present at birth. Some of the more common causes of congenital visual impairment are: prematurity; genetic diseases; prenatal and perinatal infections; and maternal substance abuse.

b) Adventitious refers to loss of vision acquired after birth as a result of illness or accident.[31]

According to Dhawan, the following are also very helpful to visually impaired students to learn English.

1. Textbooks and supplementary learning materials can be transmitted into Braille. Various language activities such as story-telling, singing, and role-play can be used to reinforce the children's language skills and to improve their understanding of the language.

2. Great emphasis should be put on the explanation of synonyms and the homophones. In introducing new vocabulary

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[31] Susan Carney, Gail Clark, et.al., *Teaching Students with Visual Impairments in Inclusive Classrooms* (Regina:Saskatchewan Learning, 2003), 3.

and language items, more explanation or experience sharing is required as visually impaired children have little actual experience.

3. The teacher should give good language models. By using various learning activities, such as phonetic games, passage reading, sentence making, dialogue practice, report writing, discussions and audio-recording, the children's interest can be stimulated.[32]

6. Inclusive Teaching in the context of EFL

According to Davies, Effective teaching for children with SNE will be effective if teachers are able to respond to a wider range of needs and this could be achieved through greater

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[32] Ibid, 66.

differentiation of tasks and materials, that is, school-based intervention.[33]

According to Davies, teachers should provide various opportunities for pupils who need help. Some of these are: "using texts that pupils can read and understand; using visual and written materials in different formats, including large print, symbol text and Braille; and using ICT, other technological aids and taped materials."[34] In order to make inclusive teaching effective in the context of ELT, teachers should have theoretical bases on SNE and inclusion. They also need pedagogical skills required in inclusive classrooms.

[33] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 64.
[34] Ibid, 64.

In order to make inclusive teaching effective, the following instructional strategies, as suggested by Arthur, would be helpful if teachers follow effectively. The first, the teacher should plan a lesson from the perspective of setting suitable learning challenges, overcoming barriers and responding to diverse needs. The second, the teacher needs to consider when planning if all pupils have the underlying skills needed to access the activities within the lesson. Next, the teacher can make learning objectives explicit – tell pupils what they are expected to learn by the end of the lesson, and let them know how this relates to their prior learning.

Then, in teaching and learning process the teacher can mix individual in group work and

keep instructions clear and short. The teacher should teach 'self help' strategies for pupils to use if they are stuck. After that, the teacher has to make sure praise is consistently used and is available for effort, achievement and pro-social behavior as well as attainment.

Next, the teacher can plan seating and grouping to reflect the type of learning that is intended to take place. The last, the teacher can take the opportunity to review, summarize, secure and reinforce learning after small tasks within lessons and at the end of the lesson.[35]

In the process of teaching children with visual impairments, UNESCO recommended the

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[35] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 64-65.

following as guidelines to be practiced in inclusive context. The first, the teacher can select books with good print quality and layout. The text should ideally be left aligned. This will make it easier for children with low vision to read, with a minimum of assistive devices. It will also benefit other children who struggle with reading. Books and other reading material should be provided in Braille for those who depend on Braille for reading and writing. The second, students who write Braille should have access to writing frames and stylus for free, or at the same price as pen and pencils.

The third, appropriate visual devices should be provided to children with low vision based on their individual needs as well as

availability of devices. Next, the teacher can apply space awareness activities, it means that enable children with visual impairment to move about in open space in order to feel confident and in control over their own bodies and movements. The fifth, the teacher can use an activities of daily living – many children with visual impairment need training in performing daily tasks that most other children learn by mimicking and copying their parents, siblings and peers.[36]

The sixth, the children with visual impairment should sit in front rows, so that they can hear well because they will depend more on

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[36]Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 64-65.

their hearing than most other children, both for learning and participation. The seating arrangements should be fixed or at least not changed too frequently, so that the children can orient themselves and find the way to their seats independently, as well as know where all their friends are seated (located).[37]

Then, if some classrooms in the school are noisier than others (noise from busy roads, or factories), the school should be flexible and move the class which has children with visual impairment to a less noisy classroom. Next, We should seat children with low vision so that they can maximize the use of their residual vision as well as prevent them from being blinded by light

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[37]Ibid, 65.

(reflection from sunshine and other light sources). Many children who are blind have some light perception and feel bothered by light, while others will benefit from light because they will be able to use their light perception for mobility purposes. Next, Prevent the classroom, especially floor areas, from being cluttered to ease mobility for the children concerned and prevent accidents and injuries.[38]

The teacher should think about a "goal" that should be set for the child with visual impairment (what should be learned throughout the school year), and try to find ways and strategies to help the child achieve this goal. This

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[38] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 67.

will help a teacher to plan for when he/she might need external support from an itinerant resource teacher, or an assistant teacher (if these are available), how the other children in the class can help out, and what kind of adjusted teaching and learning material would be needed.[39]

The teacher also can spend some time to explain to the child with visual impairment about the process of learning in class before they start, especially in classes where series of different activities are required. It is also important to explain and show how different equipment that is used in the class works because children with visual impairment might not be able to follow the general instructions.

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[39] Ibid, 68.

When teaching in the classroom, teacher should read everything that is written on the blackboard aloud and slowly. Then, trying to speak while facing the children (not away from them) because children with visual impairment greatly depend on their hearing to receive information, and they need to hear you clearly.[40]

The teacher can ask and involve the other children in the class to help out. Explaining a visual concept to a person who cannot see is an interesting challenge for most sighted children (and adults). It can help them to see things from different perspectives and deepen their understanding of shapes, colors and functions.

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[40]Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 65.

Assisting their friends with visual impairment will contribute greatly to their social, emotional and academic development, and be mutually enriching. Next, Encourage the class to think about how to include their peers with visual impairment in the lesson. Inclusion is not just the responsibility of teachers, but also of students. Through physical education, children can learn how to include their peers with disabilities in after-school activities, as well. This is one of the most important points in inclusive education because children with visual impairment tend to be excluded from most after-school activities, even when they are included in regular classroom activities.[41]

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[41]Ibid, 70.

In describing something, the teacher can use real objects that the child can feel and handle, rather than just working abstractly with pen and paper. This is important for all children, but especially for children with disabilities. It is difficult for a child with visual impairment to understand the concept of "things," especially very large and very small things. Therefore, provide as many opportunities as possible for the children to touch different "things." If a big tree has fallen down or been cut down near the school, take the children there to see and touch it. This will provide better understanding of size, height and length for all the children in the class, not "just" for the child with visual impairment.[42]

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[42] Kassie Shifere Bishaw, "Inclusive Teaching Involving

# CHAPTER III

# RESEARCH METHOD

## 1. Research Design

The researcher will employ Qualitative approach in doing this research. Qualitative research focuses on phenomena that occur in natural settings, and the data are typically analyzed without the use of statistics.[43] For qualitative researchers, life is not a dress rehearsal; it is the real thing.[44]

In this research, the researcher selects a case study design. According to P.V. Young

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Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 80-84.

[43]Sherri L. Jackson, *Research Methods and Statistics: A Critical Thinking Approach Third Edition* (Belmont: Wadsworth Cengage Learning, 2009), 86.

[44] Robert R Sherman, Rodman B Webb, *Qualitative Research in Education: Focus and Methods* (London and New York: Routledge Falmer, 2005), 4.

"Case study is a method of exploring and analyzing the life of a social unit - be that unit a person, a family, institution, culture group, or even an entire community."[45]

In this research the data is collected naturally  by observing the teacher's strategies employed in teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019. This research will conduct an interview with the English teacher of this school. The researcher plays a role as an observer and interviewer. Then, the details analyzed and presented in a form of description.

## 2. Researcher's Role

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[45]Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International (P) Ltd., Publishers, 2006), 148.

The characteristic of qualitative research can not be separated from participant observation. In this research, the researcher role is as passive participation. It is also called the observer as participant. In the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group.[46] It means that the researcher presented the scene of action but does not interact or participate, recording of what happens in the setting by writing field notes by collecting other kinds of documentary evidence.

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[46] Donal, Ary, et al., *Introduction to Research in Education* (Belmont: Wadsworth Cengage Learning, 2010), 433.

3. **Research Setting**

The research setting of this study took place at MA Muhammadiyah 1 Ponorogo. MA Muhammadiyah 1 Ponorogo is located on Jl. Stadion Timur Number 20, Taman Arum Ronowiyajan Siman Ponorogo, East Java.

The Reasons for selecting this school are as follows:

1) MA Muhammadiyah 1 Ponorogo is an inclusive school.

2) MA Muhammadiyah is rarely used as observation for university students of IAN Ponorogo.

4. **Data Sources**

The data sources in this research are:

1) Human, including the headmaster, English teacher, and students from XI IPS of MA Muhammadyah 1 Ponorogo.

2) Non human, including documents from TU of MA Muhammadiyah 1 Ponorogo (historical of MA Muhammadiyah 1 Ponorogo, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure) and about teacher's strategies in teaching English employed by Mr.Ibnu at inclusive classroom of MA Muhammadiyah 1 Ponorogo.

## 5. Technique of Data Collection

The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.[47] There are many kinds of technique of collecting data such as observation, interview, questionnaire, documentation and test. In this research, the researcher will use observation, interview and documentation as technique of collecting data.

### a. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research

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[47] Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International (P) Ltd., Publishers, 2006), 212.

site.[48] According to Morrison, it is argued enable the researcher to gather data on:

1) The physical setting (e.g. the physical environment and its organization);

2) The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance gender, class);

3) The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal

[48]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, Inc., 2012), 213.

4) The program setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).[49]

Based on Morrison's explanation above, It means everything in relation with the topic of research must be observed. The data taken from the observation are the location of the school, the structure of the school organization, the condition of the teachers, staff and students, the school facilities and the method used by the teacher.

In the observation, the researcher is intended to find out the teaching and learning process in inclusive class. By the observation,

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[49]Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000), 305.

the researcher will observe directly the process of teacher's strategies in teaching English at Inclusive classroom of MA Muhammadiyah 1 Ponorogo during teaching and learning process. The researcher will observe all the activities from the first to the end of teaching and learning process in inclusive class.

b. Interview

According to Kvale, interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situated of research data.[50]

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[50]Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000), 267.

This research uses in depth interview. Depth interviews are those interviews that are designed to discover underlying motives and desires and are often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents.[51] It means the researcher gives some questions intensively about focus of the study. In order to get and gather the data maximally. In performing interview, the first must be compiled is a list of person that will be interviewed. They give the information dealing with the problems statement. The data which gathered from the interview are:

[51] C.R. Kothari, *Research Methodology: Methods and Technique* (New Delhi: New Age International, 20014), 110.

1) Drs. Sarlan as the Headmaster of MA Muhammadiyah 1 Ponorogo. The researcher will conduct an interview to Drs. Sarlan about the history and concept of inclusive school of MA Muhammadiyah 1 Ponorogo.

2) Mr.Mochamad Ibnu Solikin, S.Pd as the English teacher of MA Muhammadiyah 1 Ponorogo. The researcher will conduct an interview to Mr.Ibnu about what the strategies that are employed in teaching English at inclusive classroom.

3) Student with visual impairment from XI IPS of MA Muhammadiyah 1 Ponorogo. The researcher will conduct an interview to students with visual impairment about

how the English teacher teaches in inclusive classroom and what the strategies that are employed by the teacher in teaching English in inclusive classroom.

4) The regular students of MA Muhammadiyah 1 Ponorogo. The researcher will conduct an interview to some regular students in inclusive classroom, such as the leader of XI IPS, Ayu's classmate, and Ayu's close friend, etc.

c. Documentation

A valuable source of information in qualitative research can be documents. Documents consist of public and private

records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.[52]

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g.,

[52]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 223.

personal journals and diaries, letters, e-mails). [53]

In this research, the researcher will get data in documentation such as historical of MA Muhammadiyah 1 Ponorogo, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure).

6. **Technique of Analyzing Data**

Data analysis is the process of systematically searching the interview transcript, field notes, and other materials that accumulating to increase your own

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[53] Ibid, 181.

understanding of them and to enable you to present what you have discovered other.[54]

There are three components of Data Analysis. Data analysis defines as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification.[55]

[54]Nicola Headlam, *Research Methods Textbook* (CLES, 1986), 39.

[55] Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis,* (London: Sage Publications, 1994), 10.
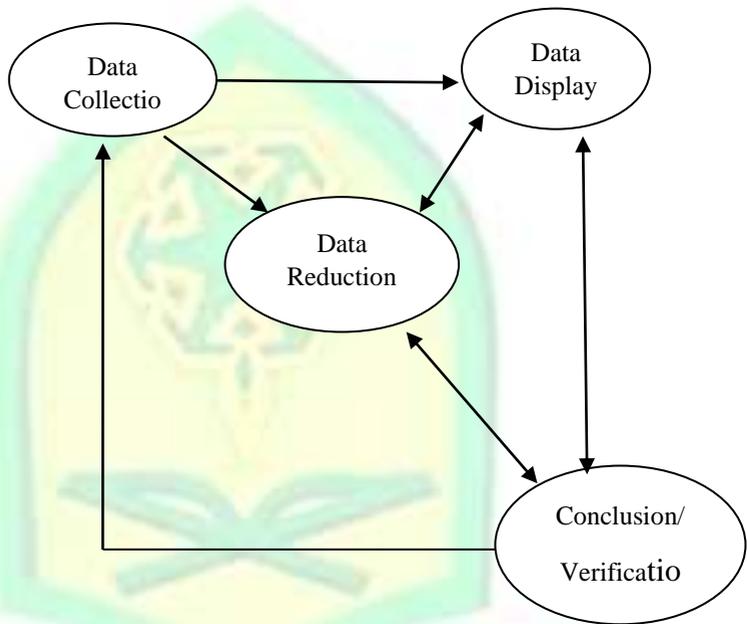
Figure 1.1 Component of Data Analysis:

Interactive Model

1) Data Reduction

Data reduction refers to the
process of selecting, focusing,
simplifying, abstracting, and
transforming the data that appear in

written-up field notes or transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. As Tesch, points out, it also can be seen as "data condensation".[56]

Through data reduction, the research may focus on data the teacher's strategies in teaching English at inclusive classroom will be analyzed.

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[56]Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis,* (London: Sage Publications, 1994), 10-11.

2) Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays help us to understand what is happening and to do something either analyze further or take action based on that understanding.

3) Conclusion Drawing and Verification

Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding; storage;, and retrieval methods used; the sophistication of the researcher; and the demands of the funding agency,

but they often have been prefigured from the beginning, even when a researcher claims to have been proceeding "inductively".

Conclusion drawing are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjective

consensus", or with extensive efforts to replicate a finding in another data set.[57]

The conclusion is the answer of the research problem the researcher's strategies in teaching English to student with visual impairment at inclusive classroom which have been formulated.

## 7. Data Credibility

Credibility is an important key to effective research. According to Lincoln and Guba, credibility refers to dependability, trustworthiness, and Tracy also states that expressing a reality that is plausible or *seems*

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[57] Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis,* (London: Sage Publications, 1994), 11.

true.[58] Though qualitative researchers can never capture an objective " truth " or "reality," there are a number of strategies that you as a qualitative researcher can use to increase the "credibility" of your findings. Probably the most well known strategy to shore up the internal validity of a study is what is known as *triangulation*.[59]

According to Denzin's in which he proposes four types of triangulation: the use of multiple methods, multiple sources of

[58]Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (Southern Gate: Wiley-Blackwell, 2013), 235.

[59]Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009), 215.

data, multiple investigators, or multiple theories to confirm emerging findings. [60]

The researcher will select the use of multiple methods and multiple sources of data in checking the accuracy of the findings. The use of multiple methods of data collection. For example, what someone tells you in an interview can be checked against what you observe on site or what you read about in documents relevant to the phenomenon of interest. You have thus employed triangulation by using three methods of data collection ; interviews, observations, and documents.

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[60] Ibid, 215.

Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.

8. **Research Procedure**

In this research, there are some procedures of research which must be done. There are three procedures such as planning, application, data analysis and reporting.

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission,

observing, choosing and using information, preparing instrument, and something that relates the research.

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are:

1. Getting permission letter from the institution

2. Getting permission letter and approval from the school that it will be researched.

3. Arranging the plan of the research.

b. Application

1. Understanding the research preparation.

2. Asking the permission to the teacher who learn.

3. Entering to the field.

4. Observing the teacher's strategies and problem faced by teacher in teaching English to student with visual impairment at Inclusive classroom of MA Muhammadiyah 1 Ponorogo.

c. Data Analysis

In this research, the researcher starts to analyze of the data. The researcher used data reduction, data display, and data verification.

d. Reporting

In this activity, the researcher writes a research report in form of thesis

writing about the teacher's strategies in teaching English with the inclusion of student who is blind at Inclusive classroom of MA Muhammadiyah 1 Ponorogo.
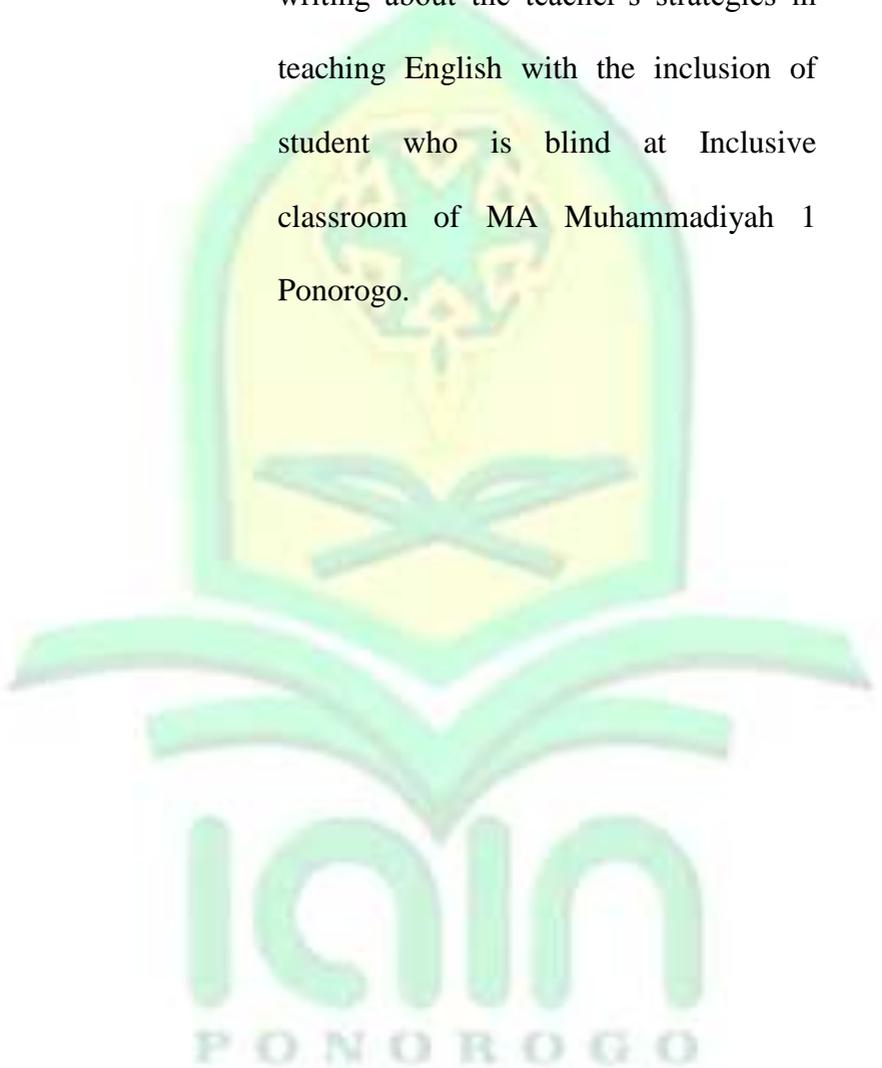
# CHAPTER IV

# RESEARCH FINDINGS

A. **General Data**

1. **History of MA Muhammadiyah 1 Ponorogo**

   MA Muhammadiyah 1 Ponorogo was one of education institution, which was established since 1940. In 1940 it was stood by the leadership of the Muhammadiyya Persistry. The first, It was an institution that well-known as "Madrasah Wustha Muhammadiyah". After 3 years, this institution changed to "Madrasah Wustha Mu'alimin".

   In 1950s, this institution changed its name to "Perguruan Islam Menengah (PIM)". In

1954, with thw government regulation, the name of PIM was turned into "Pendidikan Guru Agama (PGA)" for 6 years. In 1973, with the government regulation then the name of PGA was turned into "Madrasah Aliyah Muhammadiyah 1 Ponorogo". Madrasah Aliyah Muhammadiyah 1 Ponorogo located at complex of Perguruan Muhammadiyah Timur Bunderan Ponorogo. This institution consisted of Sd, SLTP, MTS, SMU, and MA Muhammadiyah. Because of entering the RSBI program, SMA Muhammadiyah 1 Ponorogo required an extensive land. So, there was a building relocation. MA Muhammadiyah 1 Ponorogo was relocation to complex 2 at Jl. Stadion Timur

Number 20 A Kertosari, Babadan, Ponorogo. It was carried out on March, 9, 2011.

MA Muhammadiyah 1 Ponorogo was in accordance with the permission of the establishment of office of the Ministry Religion, No. Ww.06.04/PP.00.6/3647/1992 with statistic numbers of Madrasah (NSM) 31.2.35.02.16.267. MA Muhammadiyah 1 Ponorogo registered as accreditation school B with the number 131235020029.[61]

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[61]Look at the documentation transcript number: 03/D/13-II/2019.

## 2. Vision, Mission and Purpose of MA Muhammadiyah 1 Ponorogo

a. Vision

Vision on MA Muhammadiyah 1 Ponorogo is establish Muslim students who has good manners, confidence, useful for nations and states, care and love to the environment. Indicator of vision:

1) Muslim students

Have characteristics of Islamic lifestyles based on *Al-qur'an* and *As-sunnah*.

2) *Berakhlak Mulia*

Has good manner, *ta'dzim*, honest, avoiding bad attitudes and behaviors, both according to religious and social norms.

3) Competent

Smart and skilled.

4) Confidence

Be brave and can solve the problem faced

in the community.

5) Useful for Nation and State

Ready and able to be a cadre of Nation

and State.

6) Care and love to the Environment

Be polite towards the environment by

implementing love, Caring and `being

environmentally friendly in daily life.

b. Mission

To realize the vision above, MA

Muhammadiyah 1 Ponorogo's mission is as

follows:

1) Instill the students about Islamic law

2) Habituate the students to be spirit, discipline, responsibility and honesty.

3) Equip the students with *amaliyah* knowledge.

4) Habituate the students be scientific charity.

5) Instill national and social values.

6) Carry out clean and healthy life as a preservation, prevention, and damage to the environment.

7) Instill frugally life in order to preserve the environment.

8) Habit to be polite behavior in order to prevent damage to the environment.

c) Purpose

The purpose to be achieved by MA Muhammadiyah 1 Ponorogo is as follows:

1) Increase the quality of the attitude and islamic *amaliyah* the students.

2) Enhance the students' achievement.

3) Increase and utilize infrastructure facilities that support in increasing academic and non academic achievement.

4) Increase the development of integrated environmental learning model on all subject.

5) Increase the development of materials and environmental issues.

6) Increase inhabitant of life of saving in environmental conservation efforts.

7) Increase good behaviors or manners in order to prevent environmental damage.[62]

## 3. Geographical Location

MA Muhammadiyah 1 Ponorogo is one of the education institution in Ponorogo stood on 1940. MA Muhammadiyah 1 Ponorogo located at Jl. Stadion Timur No.20 A Kertosari Babadan Ponorogo. This school occupies an area 3.470 $m^2$ with building large 400 $m^2$. MA Muhammadiyah 1 Ponorogo registered as accreditation school B with the number 131235020029. MA Muhammadiyah 1 Ponorogo has 6 classrooms

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[62]Look at the documentation transcript number: 04/D/13-II/2019.

with 87 students which are educated with 26 teachers.[63]

## 4. School Organization

School organization at MA Muhammadiyah 1 Ponorogo contains: School committee, Headmaster, Unit of library, Administration staff, Vice of Curriculum, Vice of Students, Vice of Infrastructure, Vice of Public Relation, Guardianship of class, Teacher, and Students.

Organizational Structure of MA Muhammadiyah 1 Ponorogo, as follows:[64]

a) The chairman          : Drs. H. Aries Sudarly

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[63]Look at the documentation transcript number: 02/D/13-II/2019.

[64]Look at the documentation transcript number: 01/D/13-II/2019.

of the committee        Yusuf

b) Headmaster          : Drs. Sarlan Alfaridsi

c) Unit of Library     :Noor Shofiyah, S.Pd

d) Administration staff : Nur Hidayati, S.Pd

e) Vice of Curriculum  :Heny Kurniawan,S.Pd

f) Vice of Students    : Nur Kholis, S.Pd

g) Vice of Infrastructure : Ibnu Sholihin, S.Pd

h) Vice of Public      : Arif Kurniawan, S.Pd

Relation

i) Guardianship of     : Rohmad Habibi, S.Si

X IPA

j) Guardianship of     : Eka Andriani, S.Pd

X IPS

k) Guardianship of     :Ike Rahmayati, S.Ag

XI IPA

Guardianship of        : Nanik Yuli H, S.E

XI IPS

Guardianship of            :Istirokah Harum,R,

XII IPA                     S.Pd.I


Guardianship of            : Noor Shofiyah.H, XII

IPS                         S.Pd

5. **Curriculum of the School**

MA Muhammadiyah 1 Ponorogo uses 2013 curriculum. It is the current curriculum that is released on July 13th 2013 by the government in Indonesia. In the 2013 curriculum, the teaching and learning process uses scientific approach which has activities such as observing, questioning, experimenting, associating, and communicating.

## 6. The data of teachers and students

a. Data of teachers and Employees

The number of teachers and employees of MA Muhammadiyah 1 Ponorogo in the academic year 2018/2019 are 28 people consisting of permanent teachers, seconded teachers, temporary teachers, and non-permanent employees.[65]

Table 1.1

Name of Teachers of MA

Muhammadiyah 1 Ponorogo and Their Task

to Teach

| No | Name | Lesson |
|---|---|---|
| 1 | Drs.Sarlan | Qur'an Hadits Study |
| 2 | Moch. Ibnu Sholikin, | English |

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[65] Look at the documentation transcript number: 06/D/13-II/2019.

| No | Name | Subject |
|----|------|---------|
| | S.Pd | |
| 3 | Heni Kurniawati, S.Pd | Mathematic |
| 4 | Noor Shofiyah Hidana, S.Pd | Sociology |
| 5 | Nanik Yuli Hastuti, Se | Economic |
| 6 | Arif Kurniawan, S.Pd | |
| 7 | Nur Kholis Widodo,S.Pd | Civic Education |
| 8 | Eka Andriani, S.Pd | Geography |
| 9 | Istirokah Harum R, S.Pd | Arabic Language |
| 10 | Siti Nurhidayati, S.Pd | Counseling study |
| 11 | Ike Rahmayawati Amaradja, S.Ag | Akhlaq Study |
| 12 | Lilis Ariyani, Se | KWU |
| 13 | Dra. SULASTRI | Indonesian Language |
| 14 | Nur Imtihan,S.Pd | Biology and Chemist |
| 15 | Rohmad Habibi,S.Si | Physics |
| 16 | Dra. Hj Nur Rohmatika | Biology |
| 17 | Faiz Zuhdan Permana, S.Pd | Geography and History |
| 18 | Tri Harjanti Budi Setiyasih,S.Si | Chemist |
| 19 | Bayu Prihatmoko, St | Chemist |
| 20 | Yushafat A, S.Pd.I | Kemuhammadiyahan |

| | | and Fiqih study |
|---|---|---|
| 21 | Yusnia Ayuningtyas, S.Pd | Mathematic |

b. Data of students

The number of students of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019 consist of 87 students which are spread from tenth grade until twelfth grade. There are 27 students of the tenth grade. Then, there are 26 students of the eleventh grade and 34 students of the twelfth grade. It consists of Science students and Social students.[66]

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[66] Look at the documentation transcript number: 08/D/13-II/2019.

Table 1.2

Data of students of MA Muhamamdiyah 1 Ponorogo in

Academic Year 2018/2019

| Year | Class of X | | Class of XI | | Class of XII | | Number all of students (X+XI+XII) | |
|---|---|---|---|---|---|---|---|---|
| | Number of students | Class | Number of students | Class | Number of students | Class | Number of students | Class |
| 2018/2019 | 27 | 2 | 26 | 2 | 34 | 2 | 87 | 6 |

**7. Facilities and Infrastructure**

MA Muhammadiyah 1 Ponorogo provides facilities and infrastructure to support the teaching and learning activities. Facilities and Infrastructures at MA Muhammadiyah 1 Ponorogo are condition of building, props, and

educational support. Condition of building contain 6 classrooms, 1 headmaster room, 1 teacher room, 1 students' organization room, 1 counseling room, 1 administration room, 1 library, 1 laboratory room, 1 computer room, 1 language room, 1 mosque, 1 healthy room, 6 toilets, 1 storeroom, 1 hall room, 1 canteen, and 1 sewing room. All of them are good condition.[67]

Table 1.3

Facilities and Infrastructure of MA

Muhammadiyah 1Ponorogo

| No | Room's name | The number of room |
|----|-------------|--------------------|
| 1. | Classroom | 6 |

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[67] Look at the documentation transcript number: 05/D/13-II/2019.

| 2. | Library | 1 |
|---|---|---|
| 3. | Laboratory room | 1 |
| 4. | Computer room | 1 |
| 5. | Language room | 1 |
| 6. | Headmaster room | 1 |
| 7. | Teacher room | 1 |
| 8. | Administration room | 1 |
| 9. | Counseling room | 1 |
| 10. | Mosque | 1 |
| 11. | Healthy room | 1 |
| 12. | Toilet | 6 |
| 13. | Hall room | 1 |
| 14. | Students' organization room | 1 |

| 15. | Store room | 1 |
|-----|------------|---|
| 16. | Canteen | 1 |
| 17. | Sewing room | 1 |

**B. Primary Data**

**1. Teacher's Strategy in teaching English at inclusive class at the eleventh grade of MA Muhammadiyah 1 Ponorogo in Academic year 2018/2019**

The researcher conducted an analysis of teacher's strategies in teaching English at inclusive class of XI IPS grade students of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019. In IX IPS, There are 14 students. It consists of 4 students with visual impairment and

10 regular students.[68] The data was collected by the interview, observation, and documentation.

The researcher conducted an interview to Mr.Mochamad Ibnu Solikin, S.Pd.  as the English teacher at XI IPS grade students of MA Muhammadiyah 1 Ponorogo. Mr.Ibnu has started teaching English in inclusive class of MA Muhamamdiyah 1 Ponorogo since 2006. Since MA Muhammadiyah 1 Ponorogo built, there was no teachers' training in teaching disability students. So, all the teachers of MA Muhamamdiyah 1 Ponorogo usually improved their teachers' strategy by themselves.  From that, the researcher conducted an interview to

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[68] Look at interview transcript number: 02/I/15-II/2019.

Mr.Ibnu to know what strategy that he applied.

Mr. Ibnu stated[69]:

> "Teaching and learning process that I apply in inclusive class and regular class are slightly different. When, I am teaching in inclusive class, I teach and explain the lesson slowly and loudly. I usually ask the students to open their book and I give some real examples that suitable with the lesson. I write the material on the whiteboard bigly and clearly. Then, I explain it very slowly and loudly to make the students with visual impairment easier to understand what I have explained."

From the interview above the researcher knew that strategy that Mr.Ibnu used in teaching English at inclusive class of MA Muhammadiyah 1 Ponorogo by explaining the lesson loudly, clearly and slowly. It was for making the students with visual impairment

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[69] Look at interview transcript number: 09/I/25-III/2019.

were easier to understand his explanation.

Besides this strategy, Mr ibnu also added that:

> "In the class, I arrange the students' seating arrangement. I ask the students with visual impairment to sit in front. The students with visual impairment sit with regular students. I make the student's seat like that because regular students have an important role in helping students with visual impairment. When I give an assignment to the students, the regular students help the students with visual impairments. The inclusive students do their assignment in their book using Braille. The inclusive students tell their answer or their assignment to their friend, the regular students. Then the regular students write the answer."[70]

From the interview above, the researcher found that the strategy was not only explained the material loudly, clearly and slowly but also

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[70] Look at interview transcript number: 10/I/25-III/2019.

significant thing that helped the students with visual impairment in XI IPS grade students of MA Muhammadiyah 1 Ponorogo in understanding the lesson were their classmate. The role of friends or classmates are very important to help students with visual impairment. When there was an assignment, regular students helped the students with visual impairment to write or copy the answer of students with visual impairment. The students with visual impairment dictated it to their friends, regular students. Besides that, arranging the students with visual impairment' seat also influence the students to understand the teacher's explanation.

Here there were some opinions from the students about the teacher' strategy in teaching English at inclusive class of XI IPS. The researcher conducted an interview to three students with visual impairment. Their name are Ayu, Novita Mila Suryani and Fajriya Nur Azizah.

This is According to Novita Mila Suryani[71]:

> "When teaching and learning process in the class, the teacher teaches by reading and explaining the lesson. The teacher explains the lesson loudly. When teaching and learning process, we use Braille book, but for the textbook we get same book with the regular students. So, Mr.Ibnu asks one of students to read the text in the textbook. Sometimes he also reads it by himself slowly in order that

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[71] Look at interview transcript number: 04/I/11-III/2019.

we can understand the lesson what he has explained."

The other opinion about the teacher's strategy in teaching English at inclusive class according to Fajriya Nur Azizah as follow:

"Mr. Ibnu explains the lesson slowly and loudly. He reads the text in the textbook. However, sometimes I understand what he has explained and sometimes I do not understand what he has explained."[72]

The last opinion from students with visual impairment according to Ayu as follow[73]:

"In teaching and learning process, we, students with visual impairment usually are helped by my friends, regular students. The regular students usually help the students with visual impairment to do an assignment. They usually read the text in the textbook to us. When, there is an assignment, they also copy or write our answer. I usually write and do

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[72] Look at interview transcript number: 05/I/11-III/2019.
[73] Look at interview transcript number: 03/I/11-III/2019.

my assignment in Braille book and then I dictate it to my friend, regular students to write or copy it."

Those were the students' with visual impairment opinions about teacher's strategy in teaching English at inclusive class of XI IPS of MA Muhammadiyah 1 Ponorogo. From that, the researcher found that most of students with visual impairment said that the teacher explained the lesson slowly and loudly. The role of friend was also important in helping students with visual impairments. From the interview, the opinions that be delivered by teacher was suitable with students' with visual impairment opinions. Significant thing that help the students with visual impairment were their classmates. In

inclusive class there was no discrimination. All of the students were helping each other. Regular students always help students with visual impairment. For example if there was an assignment, students with visual impairment asked regular students to write or copy their answer. Students with visual impairment dictated it to them to copy it.

Besides that, the researcher also conducted an interview to some regular students.

This is according to Listia Ilma Dikrianti[74]:

> "Mr. Ibnu usually teaches by using textbook and writes the example of the lesson on the whiteboard. Mr.Ibnu explains the lesson in English. He explains it loudly but sometimes I do not

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[74] Look at interview transcript number: 06/I/11-III/2019.

understand what Mr.Ibnu has explained in learning and teaching process. However, when I do not understand, he repeat what he has explained in Indonesia."

The researcher also conducted an interview about teacher's strategy in teaching English at inclusive class to the leader of the class.

This is according to Amaliya Fiki Nur Fajar[75]:

"Mr.Ibnu usually explains the lesson slowly and loudly. He reads the text in the textbook. He gives more attention to student with visual impairment. He reads it near the students with visual impairment. He sometimes asks the students with visual impairment to draw conclusion. I think it is done to know whether the students with visual impairment understand or not."

[75] Look at interview transcript number: 08/I/11-III/2019.

Besides that, The researcher also conducted an interview about the role of regular students in helping students with visual impairment. Here is the opinion according to Muspita Nur Aini[76]:

> "Regular students in the class usually help the students with visual impairment. I sit with Novita Mila Suryani. I usually help her to do her assignment. If the the teacher asks us to submit an assignment I usually help Mila to write her assignment. She writes her assignment in Braille and then dictates it. I copy or write it in the book."

After interviewing the teacher and the students, the researcher also conducted an observation. The researcher conducted an observation on Monday, 25th March 2019.[77]

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[76] Look at interview transcript number: 07/I/11-III/2019.

[77] Look at observation transcript number: 01/O/25-III/2019.

Based on the observation that the researcher conducted in the inclusive class of XI IPS grade students of MA Muhammadiyah 1 Ponorogo, the researcher found the information related to teacher's strategies in teaching English at inclusive class of MA Muhammadiyah 1 Ponorogo. The result of the data was as the following:

a. Pre-activity (Apperception)

When entering the class, Mr. Ibnu started the lesson by greeting and checking the students' attendance list. Before going to the lesson, he gave a real example that suitable with the material for intermezzo with his students.

b.  Main-activity

In teaching and learning process, the teacher used direct method. Mr.Ibnu taught by using English. In teaching and learning process, The media that Mr.Ibnu used are book, whiteboard, and material paper. Mr.Ibnu asked one of students to read aloud the material and the others were listening to it. After that, Mr Ibnu asked to the students what they have gotten from the text. He tried to make the students can draw the conclusion from the text. After giving an example text, Mr. Ibnu explained the lesson in front of class in English. Mr ibnu explained it very loudly and slowly.

When explaining the lesson, Mr.Ibnu gave some examples and he invited the students to analyze the sentences. He also read the example to students with visual impairment clearly and loudly. So, the students with visual impairment can catch the lesson that he has explained. He also gave more attention to the students with visual impairment. He often gave a question to students with visual impairment to know whether the students with visual impairment understood or not.

c. Post activity

Before closing the lesson, Mr.Ibnu asked students with visual impairments to draw a conclusion from the lesson. He

always attracted and invited students to conclude every material that has been discussed. Then, after the students understood, he closed the teaching and learning process by praying. He also asked the students to learn about the next material.

The second observation conducted on Monday, 15th April 2019.[78] The result of the data was as the following:

a. Pre-activity

Teacher started the lesson by praying and as usual, he checked students' attendance list. Before going to the lesson, the teacher gave some motivations to the students.

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[78] Look at observation transcript number: 02/O/15-IV/2019.

b.  Main activity

In teaching and learning process, the material of the lesson is Motivation through song. The media that Mr.Ibnu used are book, whiteboard, textbook, speaker and music. Mr.Ibnu asked the students to open their textbook about song. Then, he played the music and asked the students to listen the song.

After listening the song, Mr.Ibnu invited the students to comprehend the song. He asked one by one of the students to read the lyric from the song and then translate it into Indonesia. Both regular students and students with visual impairment. For students with visual impairment, Mr.Ibnu approached to them and then read the lyric to them. After

reading the lyric, Mr.Ibnu asked the students with visual impairment to translate it. Some of them could translate and comprehend it and the others are helped by their friends.

After translating and comprehending the lyric of the song, Mr.Ibnu explained content of the song in front of the class and write it on the whiteboard. He explained the aim and generic structure of the song simply and shortly. As usual, in ending of learning and teaching process, he invited the students to draw conclusion.
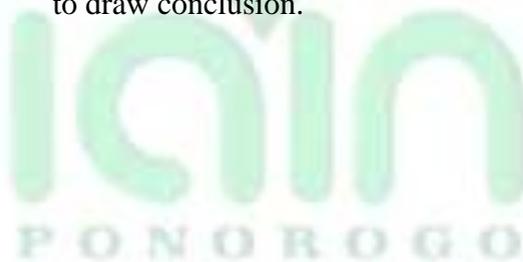
c. Post-activity

Before closing the lesson, Mr.Ibnu gave an assignment to the students to translate a song. Then, he closed teaching and learning process by praying.

From the observation above, the researcher can conclude that the strategy that the teacher used in teaching English at inclusive class is direct method. The teacher taught by using English. If there are some students that do not understand with his explanation he will repeated to explain it by using Indonesia. Mr. Ibnu also asked the students to read the lesson and then explained it. He gave example first before explain the content of the lesson. So that it made the

students are easier to analyze or conclude the content. For example when Mr.Ibnu taught about song, he gave an example first and then in explaining the aim and the generic structure of the song he attracted the students to conclude what the aim and the generic structure are.

The third observation conducted on Monday, 22 April 2019, as follow[79]:

a. Pre-activity (Apperception)

When entering the class, Mr. Ibnu started the lesson by greeting and as usual checking the students' attendance list. Before

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[79] Look at observation transcript number: 03/O/22-IV/2019.

going to the lesson, he asked about the last material.

b. Main-activity

When teaching and learning process, the media that Mr.Ibnu used are book, whiteboard, and material paper. Before started to explain the next material, Mr.Ibnu asked the students to submitted their homework to look for and translate song. Then, he explained the next lesson. As usual, Mr.Ibnu gave an example first before explaining the content or the grammatical. The lesson is about personal letter. He read an example of personal letter in front of the class loudly and slowly. After that he asked the student what about the letter was. After

the student understand about the letter, Mr.Ibnu invited the students to analyze the generic structure of personal letter. He explained it one by one and very slowly.

After explaining the generic structure, he asked one of students with visual impairment, her name was Ayu to made an example of personal letter. For example she made a personal letter for her friends. Ayu told the example of the letter then Mr. Ibnu wrote it on the white board.

c. Post activity

Before closing the lesson, Mr.Ibnu asked students with visual impairments to draw a conclusion from the lesson. He always attracted and invited students to

conclude every material that has been discussed. He asked one of students with visual impairment, her name is Mila to draw a conclusion from the lesson. Mila mentioned the generic structure of the personal letter. Then, Mr.Ibnu closed the teaching and learning process by praying. He also asked the students to learn about the next material.

Based on the result of the observation and interview, the researcher found some strategies that the teacher used in teaching English at inclusive class of XI IPS of MA Muhammadiyah 1 Ponorogo as follow:

a. Explaining the lesson loudly, slowly and clearly.

b. Arranging the students' seat

c. Approaching and giving more attention to students with visual impairment

d. Helping students with visual impairment by the role of regular students.

**2. The teacher's problem faced in teaching English at inclusive class at the eleventh grade of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019**

Based on interview that the researcher conducted to the teacher about problems faced in teaching English at inclusive class, Mr.Ibnu said that:

"There is a slight difference thing in explaining the lesson to the inclusive class and regular class. When I teach in inclusive class, it will spend more time in explaining the lesson. I have to explain it loudly and slowly to make the students with visual impairment easier in understanding the lesson. So, sometimes the lesson in inclusive class less later than in regular class."[80]

From that, the researcher found that the teacher's problem faced in teaching English at inclusive class spend more time than teaching in regular class. The teacher has to explain the material loudly and slowly to make the students with visual impairment easily in understanding the lesson. The students with visual impairment greatly depend on their hearing to receive information and understand the lesson. So, they

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[80] Look at interview transcript number: 11/I/25-III/2019.

need to hear the teacher explain clearly and loudly.

In addition, Mr. Ibnu also said that[81]:

"Since MA Muhammadiyah 1 Ponorogo built, there is no training for the teacher in teaching disability students. There is no experience in teaching disability students. So, all teachers have to make their own strategy in teaching at inclusive class."

From that, the teacher can conclude that MA Muhammadiyah 1 Ponorogo has not held training for the teacher in teaching disability students yet. The absence of training for teaching disabilities students is influence the teacher's experience and how the teacher aexpalin the lesson in the class. Experience in

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[81] Look at interview transcript number: 11/I/25-III/2019.

teaching disability students is important. In order to make inclusive teaching effective in the context of ELT, teachers should have theoretical bases on inclusion. They also need pedagogical skills required in inclusive classrooms.

3. **Teacher's effort to solve the problems of teaching English at inclusive class of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019**

In solving the problem of teaching English at inclusive class of XI IPS. This is according to Mr.Ibnu[82]:

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[82] Look at interview transcript number: 12/I/25-III/2019.

"Because of teaching English in inclusive class and regular class are slightly different and need more time so I have to explain the lesson shortly. I explain the point of the material"

From that the researcher found that although Mr.Ibnu explains the lesson loudly and slowly, but he takes the point or the content of the lesson. From the observation, the researcher also can conclude that Mr.Ibnu explains very simple and clearly in inclusive class. He also asks the students in inclusive class to always bring dictionary or use electronic dictionary. So, when the students do not know the explanation of the teacher they can look for the vocabulary in dictionary.

To make the students with visual impairment are easily to get the information of

the lesson. The teacher also asks their friends, regular students to help student with visual impairment. There is an accompaniment to students with visual impairment. When teaching and learning process, the students with visual impairment sit with regular students. The regular students will help the students with visual impairment. The teacher applies an activities such as reading aloud. He asks normal student to read aloud the material. So that, the students with visual impairment can get the information of the lesson from hearing their friend.

Although there is no teacher's training in teaching disability students, the Headmaster of MA Mummadiyah 1 Ponorogo gives a guidance to all of the teachers. Based on interview that the

researcher conduct with Mr.Sarlan as the headmaster. He said that[83]:

> "I always suggest and remind all of the teachers to explain the lesson by describing or mentioning the object. For example, if the teacher explains a picture, the teacher does not use sentence such as this or that, but the teacher has to explain the picture."

Besides the suggestion from the headmaster, Mr.Ibnu as the teacher also said that:

> "I have to prepare or plan setting before I teach at inclusive class. I also applies my own strategy to make the students easier in understanding the lesson."[84]

From the interview above, the researcher can conclude that Mr.Ibnu explored his own

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[83] Look at interview transcript number: 01/I/13-II/2019.
[84] Look at interview transcript number: 12/I/25-III/2019.

strategy in teaching English at inclsuve class. It was also added by the headmaster that always gave a guidance or suggestion to all of the teacher how teachers should teach at inclusive class.
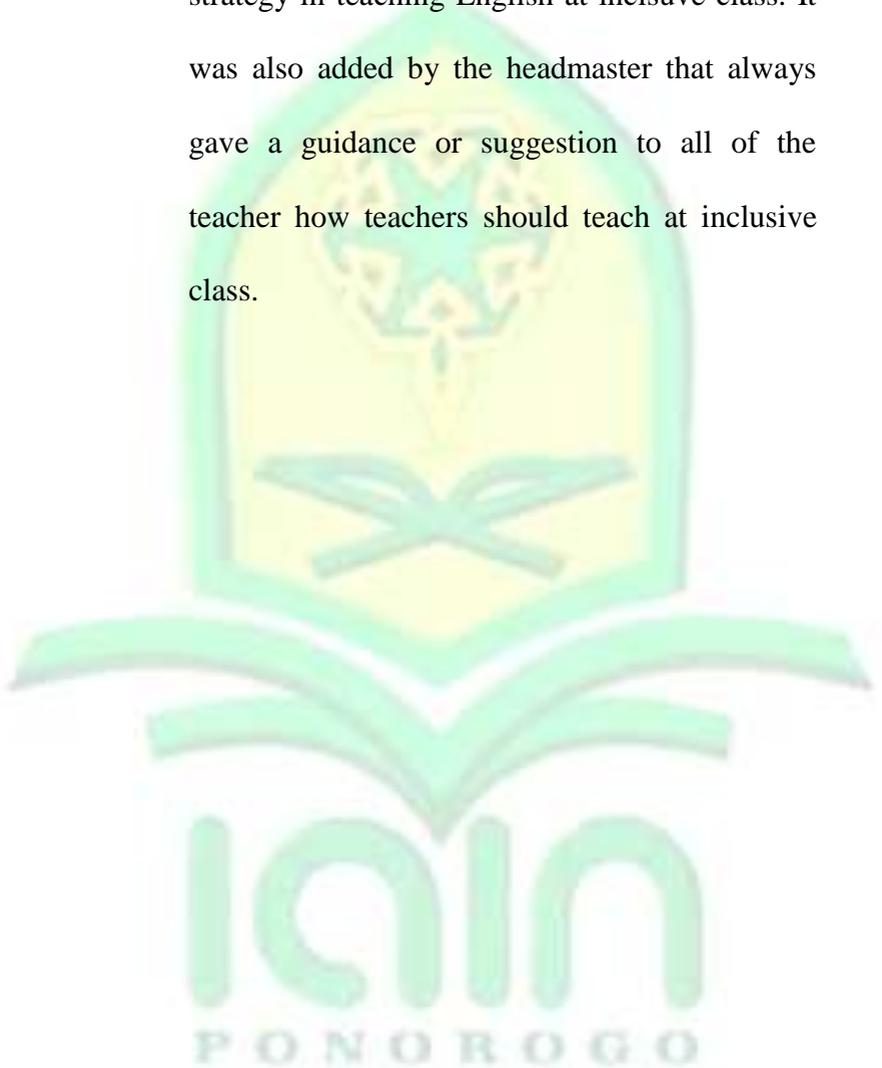
# CHAPTER V

# DISCUSSION

In this chapter, the researcher discussed the result of research which it has been doing in inclusive class of XI IPS of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019. The discussion gave explanation as follow:

## A. The Analysis of Teacher's Strategy in Teaching English at Inclusive Class

Before we know more about teacher's strategy in teaching English at inclusive class, first we must understand the condition and situation of students in the class. We also must know that become a teacher is not easy. Teacher should strive to educate the students. In a class, it consists of many kind of students' behavior. The teacher must strive

to encourage the students to achieve the same educational purpose. In the inclusive class of IX IPS, there are 14 students. It consists of 4 students with visual impairment and 10 regular students. The teacher must know what the kind of visual impairment from his students.

From 4 students with visual impairment in XI IPS, two students are legal blindness and two students are low vision. Legal blindness is ranges from a visual acuity of 20/200 in the better eye after correction.. Visual acuity of 20/200 means that the individual sees at 20 feet what is normally seen at 200 feet. It is also known as Congenital refers to loss of vision present at birth

Then, Low vision is reduced central acuity of 20/70 or less in the better eye after correction. The

students should be encouraged to use their residual (remaining) vision, when appropriate, using the necessary optical aids and adaptations. Students who are described as blind may have some usable vision. The students who have low vision can see in central acuity of 20/70 or less.

After knowing what kind of students' visual impairment, the teacher has to prepare the strategy that applied in teaching English at inclusive class. So the teacher should create his own strategy in guiding an educating students in order to learning objectives can be achieved at inclusive class. In inclusive class, the teacher should teach regular students and students with visual impairment. In teaching English at inclusive class, the teacher applied some strategies. Based on the observation on the video, the

researcher knows that there are many ways and strategies in teaching English at inclusive class. Those are such as:

1. Seating Arrangement

   In the class, Mr.Ibnu planned students' seat arrangement. He arranged that students with visual impairment sat in front. He made the students' with visual impairments sat in front, so that they can hear well. It would make they can understand what the teacher has explained clearly. This strategy is supported by the theory of the students' seating arrangement. According to UNESCO, the students with visual impairment should sit in front, so that they can hear well because they will depend more on their hearing than most other students, both for learning and

participation. The seating arrangements should be fixed or at least not changed too frequently, so that the students can orient themselves and find the way to their seats independently, as well as know where all their friends are seated (located).[85]

The students sat as usual where they sat. It was not changed. The students with visual impairment also sat with regular students. The teacher planned like that so that regular students can help students with visual impairment.

The strategy that the teacher applied was suitable with the effective ways in teaching at inclusive class. This strategy can be applied in

[85] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 65.

teaching to the students with visual impairment in the inclusive class. It was also suitable with the theory by UNESCO about the students with visual impairment should sit in front, so they can hear well.

2. Good Explaining and Teaching models

From, the observation, it can be conclude that Mr.Ibnu used direct method. Direct method is a reaction to the grammar translation method and its failure to train learners to communicate in the target language they had been learning.[86] In teaching and learning process, Mr.Ibnu taught by using English. The activities in teaching and

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[86] Andi, Susilo, M.Pd, *Teaching English as a Foreifn Language (TEFL) 1,* (Ponorogo:STAIN Ponorogo, 2012), 19.

learning process such as reading aloud, reading passage, questioning, and discussion.

In teaching and learning process, Mr.Ibnu asked one of students to read aloud the material and the others were listening to it. After that, Mr Ibnu invited the students to comprehend what they have gotten from the text. After that, Mr. Ibnu explained and wrote the lesson in front of the class. He read and explained the material that he had written on the white board. He explained the lesson very loudly and slowly. He applied this strategy so that students with visual impairment can caught and understand what he had explained. When explaining the lesson, he also invited the students to analyze the sentences. He also read the example to students

with visual impairment clearly and loudly. Sometimes, he also gave question to the students with visual impairment about the lesson that had been discussed. It was to know whether they understand the lesson or no.

Explaining the lesson loudly, slowly and clearly is one of strategy that help the teacher in teaching English at inclusive class. It is also supported by theory according to UNESCO about strategies in teaching at inclusive class. When teaching in the classroom, teacher should read everything that is written on the whiteboard aloud and slowly.[87]

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[87]Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 65.

The strategy about giving good explaining can be applied and suitable in teaching at inclusive class. It can be applied to the students with visual impairment when the teacher explain about the difficult material or lesson. The teacher can explain the material aloud and also slowly. Besides that the teacher also can apply it to the disabilities students, not only for the students with visual impairment.

For the teaching models, it can be applied when the situation in the class was bored or when the students felt tired and when the teacher wanted to make a group in teaching and learning process. The teacher can apply the teaching models such as reading passage, discussion,

audio-recording or reading aloud when it was needed.

In addition, to help the students with visual impairment were easy to understand the lesson. The school provided Braille book, and supplementary learning materials such as *reglet* and *stylus.* However, for the textbook or textbook, the school has not provided yet.

3. Approaching and giving more attention

One of effective teaching for students with visual impairment are give an approaching to them. Sometimes, in teaching and learning process, when Mr.Ibnu explained the lesson, he approached to students with visual impairments. He explained the lesson near the students with visual impairment so that they can hear what he

had explained. It was supported the theory by UNESCO about strategies in teaching at inclusive class. When teaching in inclusive class, the teacher should try to speak while facing the students (not away from them) because students with visual impairment greatly depend on their hearing to receive information, and they need to hear you clearly.[88]

One of ways in approaching the students with visual impairment such as when teaching about song, he read the lyric to them. After reading the lyric, he asked the students with visual impairment to translate it and comprehend the lyric. He asked them one by one.

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[88] Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 65.

After finishing the lesson, Mr.Ibnu also often asked the students with visual impairment to draw a conclusion from the material that had been discussed. If the students could not draw a conclusion, the will help and attract the students to draw a conclusion. He also gave some questions to the students with visual impairment about the lesson. It is one of ways that he was done to know whether the students understand what he had explained or not. It is also to make the students with visual impairment are confident to speak and deliver their ideas and opinions.

Giving more attention to student with visual impairment can help the students with visual impairment to improve their confident and also make them easily to understand the lesson

that had been delivered. When teaching in inclusive class, the teacher also need more time because the etacher need to explain the lesson clearly and need to give more attention to the students with visual impairment. The teacher can spend some time to explain to the students with visual impairment about the process of learning in class before they start, especially in classes where series of different activities are required.

This strategy was suitable in teaching to the students with visual impairments at inclusive class. Occasionally, the teacher should gave more attention to the students with visual impairment so that it can help the students to improve their confident.

4. The role of regular students

Inclusion is not just the responsibility of teachers, but also of students. Through physical education, children can learn how to include their peers with disabilities in after-school activities, as well. This is one of the most important points in inclusive education because children with visual impairment tend to be excluded from most after-school activities, even when they are included in regular classroom activities.[89] The role of regular students gave an important thing in helping students with visual impairment. Significant thing that help the students with visual impairment are their classmates. All of the

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[89]Kassie Shifere Bishaw, "Inclusive Teaching Involving Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 70.

students are helping each other. Regular students always help students with visual impairment. For example if there is an assignment such as translating, the inclusive students do their assignment in their book using Braille and then ask the regular students to write their answer. The inclusive students tell or dictate their answer or their assignment to their friend, the regular students. Then the regular students wrote or copied their answer. So that, the teacher arranged the students' seat that students with visual impairment sat with regular students. It is one of ways to help the student with visual impairment. Besides, helping th students with visual impairment in doing their assignment, the regular students usually also read the material of the

lesson to students with visual impairment. If the students with visual impairment felt difficult to understand the lesson, the regular students explain it again to them.

This strategy was very important for the students with visual impairment to learn in the class. The regular students gave a significant role in inclusive class, This strategy can be applied in every inclusive school because in the concept of inclusion, the responsibility in the inclusive school was not just the teacher but also the students. The regular students were also care to the disabilities students.

From four strategies that the teacher applied, these strategies can be applied and also suitable if these strategies were employed in the

inclusive class. These strategies were suitable for teaching English to students with visual impairment. Although the teacher did not have an experience before, but the ways of the teacher taught in the class was same with the theory about strategies in teaching for students with visual impairment. So, it can be employed in teaching at inclusive classroom.

B. **The teacher's problem faced in teaching English at inclusive class at the eleventh grade of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019**

The problems that the teacher faced in teaching English at inclusive class of XI IPS are the teacher spend more time to explain the lesson,

because the teacher has to explain it slowly to make the students with visual impairment easier in understanding the lesson. Teaching English in inclusive class and in regular class are slightly different. So, sometimes the lesson in inclusive class less later than in regular class. It is one of problems when teaching in inclusive class.

The teacher also does not have a special strategy that can be applied in inclusive class because MA Muhammadiyah 1 Ponorogo has not held training to the teacher to teach disability students. Since MA Muhammadiyah built, the headmaster had never held the training. So, each teacher uses their own strategy and improve it by themselves.

C. **Teacher's effort to solve the problems of teaching English at inclusive class of MA Muhammadiyah 1 Ponorogo in academic year 2018/2019**

Because of teaching English in inclusive class and regular class are slightly different and spend more time so the teacher solves this problem by explaining the lesson shortly. When teaching in inclusive class, the teacher explain the point of the lesson. He also asks the students in inclusive class to always bring dictionary or use electronic dictionary. So, when the students do not know the explanation of the teacher they can look for the vocabulary in dictionary. The teacher explains very simple and clearly in inclusive class. So, teaching and learning process in inclusive class can be same and accordance with lesson plan that has been made by

the teacher. For example: when the researcher conducted an observation, the teacher taught about song in front of the class, the teacher gave an example about song and invited the students to sing it then asked the students to comprehend it. The teacher did not explain the grammatical or generic structure of the songs first, but he gave an example that would make the students easily in understanding the material.

There is also an accompaniment to students with visual impairment. When teaching and learning process, the students with visual impairment sit with regular students. The regular students will help the students with visual impairment. So the teacher appeal to regular students to help the students with visual impairment. If there is an assignment, students

with visual impairment answer and do it by using Braille then, they ask to their friend, normal student to write it again in their book by dictating.

When middle or final examination, there is also an accompaniment to students with visual impairment. In MA Muhammadiyah 1 Ponorogo, the final examination has used Computer Based Learning (CBT) test. So, the teacher will read or dictate the question one by one to students with visual impairment, and then the students with visual impairment answer it by choosing a, b, c, or d.

Although there is no teacher's training in teaching disability students, the Headmaster of MA Mummadiyah 1 Ponorogo always appeal the teachers to explain the lesson by describing or mentioning the object. For example, if the teacher

explains a picture, the teacher does not use sentence such as this or that, but the teacher has to explain the picture. And now, all teachers of MA Muhammadiyah have used to teach in inclusive class and they teach and explore their explanation by their own strategy. It is supported by UNESCO about effective ways in teaching English for students with visual impairment. In describing something, the teacher can use real objects that the student can feel and handle, rather than just working abstractly with pen and paper. This is important for all students, but especially for students with disabilities. It is difficult for students with visual impairment to understand the concept of "things," especially very large and very small things.[90]

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[90] Kassie Shifere Bishaw, "Inclusive Teaching Involving

Visually Impaired Students in English Language Teaching (ELT) Settings" (Andhra University, Viskhapatnam, 2013), 80-84.

# CHAPTER VI

# CLOSING

## A. Conclusion

Based on the findings of the research and discussion, then proposed the following conclusion:

1. There are some strategies that the teacher used in teaching English at inclusive class of XI IPS of MA Muhammadiyah 1 Ponorogo, such as:

   a) Arranging the students' seat

   b) Good Explaining and Teaching models

   c) Approaching and giving more attention

   d) The role of regular students

2. There are some problems faced in teaching English at inclusive class of XI IPS of MA Muhammadiyah 1 Ponorogo. The problems that

the teacher faced are the teacher spend more time to explain the lesson, because the teacher has to explain it slowly to make the students with visual impairment easier in understanding the lesson. Besides that, The teacher also does not have a special strategy that can be applied in inclusive class because MA Muhammadiyah 1 Ponorogo has not held training to the teacher to teach disability students.

3. In solving the problems of teaching English at inclusive class of XI IPS, the teacher explains the lesson shortly and clearly. The teacher draw a simple conclusion after finishing the lesson. The teacher applies and explores his own strategy to make the students easily understand the lesson. The teacher gives some activities such as reading

aloud, reading passage, questioning and discussing. The role of friends are also important for the students with visual impairment get the lesson.

**B. Suggestion**

Based on the conclusion above, the researcher suggested some suggestion as follow:

1. For the Students

    a. The students with visual impairment should be confident to deliver their ideas or opinions.

    b. Regular students always have to ready to help the students with visual impairment

    c. All of the students should be brave in speaking English

2. For the Teacher

   a. The teacher can give more attention in teaching English at inclusive class.

   b. The teacher can give some motivations to the students before starting the lesson as much as possible.

   c. It is hoped the teacher can be use various media and strategies in teaching English at inclusive class.

3. For the School

   a. It is necessary for the school to held teachers' training in teaching disability students.

   b. It is necessary for the school to provide Textbooks and supplementary learning materials can be transmitted into Braille.

4. For the Readers

   a. This study is expected to give contribution to readers, particularly the students of IAIN Ponorogo.
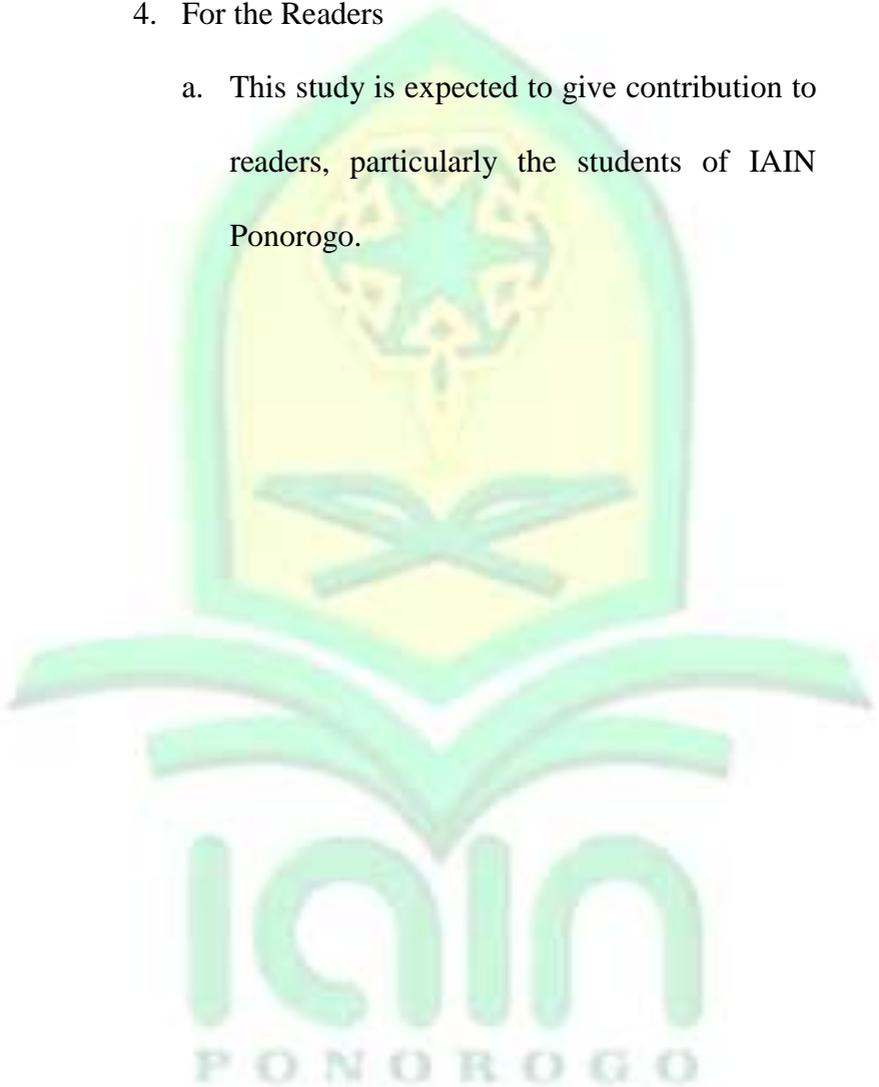
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