TEACHER STRATEGIES IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF INCLUSIVE SCHOOL SMA AL FIRDAUS SURAKARTA IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
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By :

ISNAENI HIDAYANTI

SRN 196121137

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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ADVISOR'S SHEET

Subject : Thesis of Isnaeni Hidayanti
SRN   : 196121137

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Isnaeni Hidayanti

SRN   : 196121137

Title   : Teacher Strategies in Teaching English at the Eleventh Grade of Inclusive School SMA Al Firdaus Surakarta in the Academic Year 2022/2023
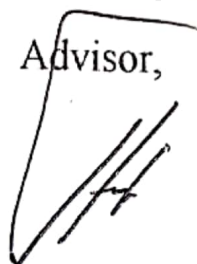
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Sukoharjo, May 23th 2023

Advisor,

Hj. Fithriyah Nurul Hidayati M.Pd

NIP. 198207252009122006

RATIFICATION

This is to certify the *Sarjana* thesis entitled "Teacher Strategies in Teaching English at Eleventh Grade of Inclusive School SMA Al Firdaus Surakarta in the Academic Year 2022/2023 " by Isnaeni Hidayanti has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in UIN Raden Mas Said Surakarta.
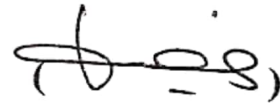
Chairman   : **Ika Sulistyarini S.Pd, M.Pd**   (   )
                    NIP. 19870404 2019 03 2 015

Secretary   : **Hj. Fithriyah Nurul Hidayati, M.Pd**   (   )
                    NIP. 19820725 2009 12 2 006

Examiner   : **Budiasih, S.Pd., M.Hum**   (   )
                    NIP. 19760308 2003 12 2 003

Sukoharjo, May 26th 2023

Approved by

Dean, Faculty of Cultures and Languages

Prof. Dr. H. Toto Suharto, S.Ag., M.Ag.

NIP. 197104031998031005

DEDICATION

This thesis is dedicated to:

- To my parents, whom I love the most, Mr. Sarwanto and Mrs. Hestuti, who never stop praying and working hard for their children so they can get a bachelor's degree. If there is one more thing that the universe offers again in the next life, I will definitely choose to return to being your youngest child. I will come back with a new me, obedient me, cheerful me, smarter me and prouder me.

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MOTTO

"Life isn't how to survive the storm, it's about how to dance in the rain."

- Taylor Swift -

"So be a reformer, let others follow the example. Instead of following

trends endlessly, life can be exhausted without ever being filled."

- Najwa Shihab -

"Life that is not at stake will never be won and to start something new and

try something else sometimes we have to be willing to risk what we have."

- Najwa Shihab -

PRONOUNCEMENT

Name   : Isnaeni Hidayanti

SRN   : 196121137

Study Program: English Education

Faculty   : Cultures and Languages

I hereby sincerely state that the thesis titled "Teacher Strategies in Teaching English at the Eleventh Grade of Inclusive School SMA Al Firdaus Surakarta in the Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 23th 2023

Stated by.

Isnaeni Hidayanti

SRN. 196121137

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled "Teacher Strategies in Teaching English at Eleventh Grade of Inclusive School SMA Al Firdaus Surakarta". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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8. Researcher's beloved friends

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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Sukoharjo, May 23th 2023

The Researcher

Isnaeni Hidayanti

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Table of Contents

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Isnaeni Hidayanti. 2023. *Teacher Strategies in Teaching English at Eleventh Grade of Inclusive School SMA Al Firdaus Surakarta in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Language Department, Cultures and Language Faculty.

The learning strategy is important in a learning where the learning strategy is one of the efforts to achieve learning objectives. Each teacher has a learning strategy that is used and adapted to the students in it. This research focuses on the teacher strategy and the challenges faced in teaching English to social class eleven, which is an inclusive class at SMA Al Firdaus Surakarta in the academic year 2022/2023.

This study uses a qualitative approach. The subjects of this study were English teachers who taught in inclusive eleventh grade where there were 5 children with special needs in the class with different classifications. Researchers used observation, interviews and documentation to collect data. For trust in this study, researchers used triangulation, especially techniques. Data were analyzed by reducing data, displaying data and drawing conclusions and suggestions.

In providing learning in class eleven social where the class is an inclusive class the teacher uses an inquiry learning strategy as the main learning strategy and an expository learning strategy as a supporting learning strategy. The teacher also does not differentiate the learning strategies used for regular students and students with special needs because students with special needs are assisted by their respective accompanying teachers. The challenges faced by English teacher in providing English learning are when teacher have difficulty coordinating students with special needs, students' backgrounds are different, instructions must be carried out repeatedly and when they have to deal with students who are lazy and undisciplined when participating in learning activities.

Keywords: Learning Strategies, Children with Special Needs, Inclusive Education.

CHAPTER I

INTRODUCTION

A. Background of Study

The education system in Indonesia has begun to develop marked by several reforms which are expected to provide progress for the existing education system. Education aims to help students grow and develop their human potentials where human potential is the seed of the possibility of becoming an independent human being (Tirtarahardja, 2005: 1). This is also supported by law number 20 of 2003 article 1 concerning the national education system which reads:

> Education is a conscious and planned effort to create an active learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.

Education has an important role in the progress of a nation. It can be said that if a nation has a quality education system, this can lead a nation to a better direction. Now, education in Indonesia is not only concerned with normal children, but is also aimed at children who are considered to have differences from normal children. If the government does not pay attention to children with special needs in the field of education, then it is certain that they will feel excluded from the environment where they live, especially in terms of education.

There is a new paradigm that has emerged in the education system in Indonesia, namely inclusive education. Inclusive education is defined as a

system of providing education for students who have certain limitations and other students who are put together without considering the limitations of each (Garnida, 2015: 48). Ilahi (2013: 24) also argues that inclusive education is a concept that accommodates all children with special needs and children who have reading and writing difficulties. Therefore, inclusive education is considered to represent the concept of special education held by the government in the last decade. With this inclusive education, it will expand the path of education for children with special needs and other persons with disabilities. This is in accordance with the guidelines for implementing inclusive education which states that:

> As an ideal container, inclusive education has four color characteristics, namely: (1) inclusive education is a continuous process in its efforts to find ways to respond to the diversity of individual children, (2) inclusive education means obtaining ways to break down barriers children's barriers to learning, (3) Inclusive education carries the meaning that children who attend school participate and get meaningful learning outcomes in their lives, and (4) Inclusive education is primarily intended for children who are classified as marginal, exclusive and in need of educational services. specifically in learning (Directorate of PSLB, 2006:4)

This shows that every citizen has the right to get proper education and the freedom to get education without discrimination and exceptions. In accordance with the spirit and soul of article 31 of the 1945 Constitution concerning the right of every citizen to obtain education and article 32 of the national education system law No. 20 of 2003 concerning special education and special service education which in its explanation states that for students with disabilities or having extraordinary intelligence held inclusively or in the form of special schools (Ilahi, 2013: 78).

Equal learning opportunities for children with special needs are based on a statement in the 1994 Salamanca Declaration (Ilahi, 2013:32). The Salamanca Declaration is an expansion of the goal of education for all by taking into account the fundamental policy shifts needed to promote an inclusive education approach. Thus, children who have special needs can learn together with children who do not have special or normal needs without reducing their right to education like other children.

Over time, the term disabled child disappeared and was replaced by the title of child with special needs. According to Mangunsong (2009: 4), children with special needs or extraordinary children are children who are different from children in general in terms of mental, physical, sensory, and neuromuscular abilities, as well as social and emotional functions. Children with special needs can be caused by abnormalities or are indeed congenital and problems of economic, political, social, emotional, and deviant behavior (Garnida, 2015: 10). The terms and concepts of children with special needs are also growing with the existence of a new paradigm, namely inclusive education. Children who are classified as having special needs have several types that are adapted to their characteristics and level of needs. This is in accordance with the guidelines for implementing inclusive education which states that:

> In general, the range of children with special needs includes two categories, namely: children who have special needs that are permanent, namely the result of certain disorders, and children with special needs that are temporary, namely those who experience learning and developmental barriers caused by environmental conditions and situations (Direktorat PSLB, 2006: 3).

Because in inclusive education children with special needs and normal children learn in one class, competent educators are needed to create maximum and enjoyable learning. Based on Sanjaya (2016: 26), learning strategies can be used to achieve various goals to disseminate teaching materials in various settings for different types of students in different contexts. Teaching and learning activities do not only aim to obtain results in the cognitive aspect, but also to develop what is inside students such as developing all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment which includes the physical environment. as well as the social environment. One of the lessons taught in inclusive classes is learning English. English which is an international language is very important for everyone to learn, including children with special needs. In Indonesia, there are several assumptions that English is an important requirement that must be mastered by someone in the world of work. A person can be said to have mastered English if he can speak and understand the meaning when spoken to by other people using English.

The researcher would like to analyze the teacher strategies in teaching English at inclusive classroom. There were researchers who conducted the similar research. The first international journal from Rahmawati, Basith and Toba (2021) This research is describe that Individual learning models, pull learning models, team learning models, learning models in resource rooms, and learning models with curriculum modifications provide many benefits in inclusive classrooms.

The second international journal from Khana (2021) Teachers in India are used to the chalk method, but in teaching during the Covid Pandemic they are using YouTube videos to better engage them. Educators also use apps like Mentimeter to engage classes in engaging sessions.

The third international journal from Dewi, Yawish and Siregar. This research is describing that contextual learning strategies using image and video media can be used in inclusive classes where in the class there are children with special needs with a hearing loss classification.

This research is differences from other researchers because this research only focuses on the strategies used by English teachers in teaching inclusive classes and examines more than one child's characteristics. Other researchers examined learning models, teaching and learning strategies for inclusive classes during the covid pandemic and learning strategies that can be used for children with hearing impairments.

SMA Al Firdaus Surakarta is one of the schools that implements inclusive education services in sukoharjo. This school is different from other schools in Sukoharjo because it uses the IB curriculum which is rarely used by other schools. This school is also said became "Sekolah Penggerak" and promotes inclusive education. After conducting preliminary observation from 26 September to 7 October 2022 in class eleventh social. In class eleventh there are 25 students and there are 6 students who fall into the category of children with special needs but only 5 children can take part in learning activities with

regular children in class. Class eleventh social has different classifications of children with special needs, namely autism and physical disabilities.

In learning English, the teacher groups regular students and children with special needs into different groups. Children with special needs are placed in the farthest corner of the row so that it is easy to communicate with accompanying teachers and English teacher in the class. English teacher also pays equal attention to children with special needs and regular children. However, there were several problems that were found, including the teacher having difficulty controlling students in the class, the teacher needed more effort to make students want to answer questions about the learning given using English, students seemed not interested in the learning given and were not too enthusiastic when learning In English, apart from that student undiscipline is also a problem that must be faced by teacher.

Based on the preliminary observation and explanations above, the researcher chose the teacher strategy used in the class as a topic and SMA AL Firdaus Surakarta as the place of this research because this school is one of the schools at Surakarta that uses an included education system. In addition, researcher found problems and teacher reasons for using the strategies used to teach in inclusive classes. Researcher want to know what strategies are used by teacher, reasons for choosing these strategies in teaching and learning activities and challenges of English teacher in providing teaching in inclusive English classes. From the explanation above, the researcher explained it in a study on Eleventh class SMA AL Firdaus Surakarta. So, this encourages researchers to

raise this issue in accordance with the focus of the study set by the researcher. Therefore, the researcher took the title *"TEACHER STRATEGIES IN TEACHING ENGLISH AT ELEVENTH GRADE OF INCLUSIVE SCHOOL SMA AL FIRDAUS SURAKARTA".*

B. Identification of the Problem

Based on the background of the problem above, there are problems related to this research. These problems are identified as follows:

1. The teacher's difficulty in conditioning the children in the class.
2. The teacher needs more effort to make the children want to answer the questions asked.
3. The comprehension of material from the teacher by students is still low.
4. Students do not have the courage to speak English in class.
5. Different abilities and backgrounds of children.

C. Limitation of The Problems

Based on the identification of the problems described above, in this study, the real analyze the problems that occur in the field of education today, one of which is the strategies of teacher to teach English at eleventh grade inclusive school SMA Al Firdaus Surakarta.

D. Formulation of the Problems

The formulation of the problems that the researcher will discuss as follows:

1. What are the strategies that used by English teacher to teach English at the eleventh grade of inclusive school SMA Al Firdaus Surakarta in the academic year 2022/2023

2. What are the challenges of English teacher in providing instruction in English Classes in the eleventh grade of inclusive school SMA Al Firdaus Surakarta in the academic year 2022/2023.

E. **Research Objective**

The objectives of this research are based on the formulation of the existing problems, namely:

1. To describe the strategies used by teacher to teach English at eleventh grade of inclusive school SMA Al Firdaus Surakarta in the academic year 2022/2023.

2. To describe the challenges faced by teacher in providing English language learning in the eleventh grade of inclusive schools of SMA Al Firdaus Surakarta in the academic year 2022/2023

F. **Benefit Research**

1. Theoretical Benefits

   a. This research is expected to provide a theoretical contribution related to the strategies used by English teachers in inclusive class.

   b. Can increase knowledge in conducting research in the same field or problem, namely the teacher's strategy in teaching English in inclusive class.

2. Practical Benefit

a. For Teacher

The result for this study is that teacher can develop strategies used to teach English in inclusive classes.

b. For Students

The results of this study are expected to help students to better understand the material described and to succeed in teaching and learning activities.

c. For Researcher

The result for this study researcher be able to know new experiences and knowledge and know the importance of the strategies used by teachers in the success of learning, especially in inclusive class.

d. For Universities

The results of this study can be used as reading material that can be used as information about the strategies used by English teachers in the inclusion class and are expected to be a source of information and reference material for further research.

G. Definition of Key Terms

To provide an explanation of the key terms used in this study, the researcher clarifies several definitions as follows:

1. Teacher Strategies

Learning strategies can be used to achieve various goals to disseminate teaching materials in various settings for different types of students in different contexts. (Sanjaya,2016:26)

2. Children with Special Needs

Children with special needs are children who significantly experience abnormalities, problems or deviations in terms of physical, sensory, mental or intellectual, social, emotional, behavioral or a combination in the growth process compared to other children of their age so that they need special education services (Smith. 2009).

3. Inclusive Education

Inclusive education is defined as a regular delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence or talent. Privileges to participate in education or learning in an educational environment a regular basis together with students in general. (Permendiknas,2009:7).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English

Teaching can be interpreted as a way of helping someone learn about something. According to Brown (2000: 7) teaching is guiding, providing facilities, and managing conditions to enable a person to learn. Ababio (2013:37) also argues that teaching is showing or helping someone about how to do something, giving instructions, guiding in learning something related to knowledge so that someone can understand. Meanwhile, according to Rajagopalan (2019:6), teaching is a scientific process in which there are main components in the form of content, communication, and feedback.

From those explanations, the conclusion of teaching is about the process of facilitating students to learn and there are some activities in teaching to deliver the material of subject to students.

2. Teaching Strategy

a. Definition of Teaching Strategy

Teaching strategy is one of the common terms used to define the activity in the classroom between teachers and students. Smith in (Anil, 2011:1) states teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes. It refers to how the teacher designed the class, involves classroom setting and teaching material. In prepare all their need until conduct the teaching process, it will be expected to gain some goals.

According to J.R. David in (Sanjaya, 2008:294) in education the term of strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. It means that teaching strategy can be concluded as a planning that contain of series of activities which is designed to reach particular educational goal.

Teaching strategy is also defined by Strasser (2011:2) that teaching strategy is generalized plan for a lesson or lessons which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. It is more specific than the previous definition. Teaching strategy deals with the lesson plan which involves tactic to implement the strategy in teaching and learning process.

From the several definitions above, learning strategies can be interpreted as planning a series of activities designed and created by the teacher so that they can liven up the class and explore the potential abilities of students to achieve learning goals.

a. **Principles of Teaching Strategy**

Devlin and Samarawickrema (2010:113-114) proposes ten principles of effective teaching strategies including:

1) Teaching and curriculum design is focused on the future of students, development of students' generic skills such as critical thinking group work, and communication skills.

2) Students have a full understanding of the basic concepts.

3) The teaching given by the teacher must be relevant to real life.

4) The need for strengthening students' beliefs to overcome misconceptions.

5) There is learning that includes students actively, such as: invite students to discuss.

6) There is an emotional closeness with students.

7) Teachers must motivate students by showing their interest in the material presented, as well as providing interesting, fun and active classes.

8) Curriculum design must ensure that it has goals, concepts, learning activities that are consistent and related to the needs of students in the future.

9) Each lesson should be thoroughly planned but flexible.

10) Assessment must be consistent with the desired learning outcomes.

b. Various Learning Strategies

According to Mulyono (2018:29) there are 7 types of learning strategies, namely:

1) Contextual Learning Strategy (CTL)

a) Definition of Contextual Learning Strategy (CTL)

Contextual Learning Strategy emphasizes the link between the curriculum and the real world so students can connect and use learning outcomes in everyday life (Mulyono,2018:31). According to Blanchard, Bern and Erickson in Komalasari (2013: 6) states that contextual teaching and learning (CTL) is a method of education that encourages students to engage with the material being taught and connect it to their everyday lives in order to better understand it. This enables students to apply what they have learned to their own lives. Contextual

teaching and learning is a method of teaching that focuses on helping students understand the material they are studying and how it relates to their everyday lives. Students have a full engagement during the learning process. Learning CTL strategy involves more than only the process of learning, analyzing, and applying it in the classroom; rather, it also entails a slow-moving process wherein the conditions of the school's environment is translated into a lesson's most important concept (Johnson,2009:180).

Based on the explanation above, it can be concluded that Contextual Teaching and Learning (CTL) is a philosophy or theory put forward by instructors in a teaching context that may be directly related to students' daily lives.

b) Procedure of Contextual Learning Strategy

The steps of the Contextual Teaching and Learning (CTL) learning strategy proposed by Johnson (2009:181) are as follows:

1. Improving students' understanding of teacher instructions so that learning activities can be carried out more effectively and efficiently. These activities can be carried out by inviting students to use new strategies to develop cognition (knowledge) and movement skills that will be taught to them.

2. Continuously explaining inquiry activities for various topics/themes being taught.

3. Giving questions to students to develop aspects of curiosity.

4. Creating an environment with study friends such as discussion group activities, making works, asking questions answer, form reading learning activities and others.

5. Presenting models as a way to convey learning, can be through illustrations, models, even actual media.

6. Familiarize students to do reinforcement when at the end of learning from each learning activity that has been given.

7. Do an objective assessment, which the teacher assesses objective ability of each learner.

c) Advantages of Contextual Teaching and Learning Strategy

The advantages of Contextual Teaching and Learning (CTL) stated by Johnson (2009:182) are as follows:

1. Contextual Teaching and Learning (CTL) learning is capable involves students' thinking activities in depth, physically and mentally students.

2. Contextual Teaching and Learning (CTL) can make students experience learning activities not with memorization for a moment, but the learning process by experiencing directly and dealing with real life.

3. Classes in CTL are not only used as a place to earn information, or ideas but rather a place made a place for test the knowledge of students' findings in the field.

4. The subject matter/topic is chosen by the students themselves, not the result of someone else's explanation.

d) Disadvantages of Contextual Teaching and Learning Strategy

According to Hosnan (2016: 279-280) the disadvantages of the strategy contextual teaching and learning are as follows:

1. In contextual learning it takes a longer time compared to learning in general. This is because students are grouped into a team that works together to discover new knowledge and skills for them. Besides that, students are seen as individuals who are developing because of that it takes time for students to adapt to their group.

2. Teachers only provide opportunities for students to find or implement their own ideas and invite students to be aware of and with consciously use their own strategies for learning. However, in this context, of course the teacher needs attention and guidance extra towards students so that the learning objectives are in accordance with what is reapplied.

Contextual learning is learning that is related to actual situations or situations in the real world and motivates students to make connections between their knowledge and problems that arise in the family, community, school or workplace. Contextual learning helps students in solving problems around them in accordance with the knowledge obtained at school. Contextual learning does not only assess the ability to memorize facts but also gives value to the problems solving process carried out to find results and answers to these problems.

2) Role Play Learning Strategy

a) Definition of Role Play Learning Strategy

The role play strategy, also known as the simulation method, is a method that used in the teaching and learning process which in practice students are biased play a role like a character who becomes a description of the material taught (Mulyono 2018:33). According Komalasari (2011:80). Role playing is a method

of mastering learning materials through the development of students' imagination and appreciation. The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects. Role playing can also be interpreted as a type of simulation that is generally used for social education and human relations. The purpose of the simulation is to instill discussion through the experience of doing in the simulation process (Supriyanto, 2006:131).

Thus, role play learning is one of the learning strategies that are directed at solving problems related to interpersonal relationships, especially those concerning school life, family and the behaviour of the community around students.

b) Procedure of Role Play Learning Strategy

According Hamzah (2009:26) there are several procedures needs to be done so that the role play method can take place properly, namely:

1. Warming up

Warming up can be expressed by identifying the type of material that will be carried out by students. The teacher mentions several actors and circumstances of the play until each student understands the play that will be presented to them. The teacher seeks to introduce students to the problem is something that everyone needs to do master it.

2. Choose a role

Selecting players can be done by the teacher directly appointing students for each role or by forming groups.

3. Stage setting

   In this case, the teacher discusses with the students where and how the game will be played, as well as what specific needs will arise. Stage setting can be done in a simple way, such as discussing a scenario that describes a sequence role play, namely who appears first, and is followed by so on.

2. Determine students as observers by the teacher

   Several students were mentioned by the teacher as observers. Nevertheless, it should be noted that the observer in this case also actively participates in the role-play. In this case, despite their observer status, the teacher makes sure to give them role assignments so that they can become active participants in the role concerned.

3. Start a role play game

   Role playing is carried out spontaneously. At first it will many students are still confused about what role they should play they did. There may even play a role that it is not role. If the role play has gone way off track, the teacher can stop it to immediately go to the next step.

4. Discussion between teacher and students

   The teacher and students discuss the games that have been carried out and evaluate them. Proposed improvements will appear. There may be students who ask to change roles. Or even the storyline will change a little. Whatever the result of the discussion and evaluation is not a problem.

5. Discussion and evaluation

Discussion and evaluation are more directed at reality if when the role play is carried out many roles go beyond reality or make no sense.

6. Sharing experiences between teachers and students

The teacher invites students to share experiences about the theme of the game roles that have been performed and continued by creating conclusion.

c) The Advantages of Role Play Learning Strategy

Based on Djamarah (2006:89) The advantages of this role learning strategy are as follows:

1. In the role play strategy students are required to memorize the role that is being played, it can train students' memory to be sharp and durable

2. At the time of playing the role of students are required to express opinion according to the time available. This can train students to be creative and initiative.

3. Cultivate and develop talents that may exist in students.

4. Can train student cooperation.

5. Growing habits in students to accept and share responsibility with others.

d) The Disadvantages of Role Play Learning Strategy

According to Djumingin (2011:175) the disadvantages of this role learning strategy are as follows:

1. Requires relatively much time.

2. Requires creativity and high creative power.

3. Not all subject matter can be presented through role playing learning strategies.

4. Many students who were appointed to role play felt embarrassed to act out a particular scene.

5. If the implementation of role play fails, it can not only give a bad impression but at the same time fail the learning objectives.

Based on some of the explanations above, it can be summed up in the following matters Through the learning model role playing the learners can practice to apply the principles democracy. Class can be likened to a social life where students learn to express opinions and respect the opinions of others. Several factors need to be considered in choosing the topic of the deep problem playing roles so that they are adequate for students, including the age of students, background socio-cultural background, the complexity of the problem, the sensitivity of the topic raised as problems, and students' experiences in role play.

3) Participative Teaching and Learning Strategy

a) Definition Participative Teaching and Learning Strategy

Participative teaching and learning strategy is learning model by involving students actively in planning, implementing, and evaluating learning (Mulyono,2018:39). Sudjana (2005: 155) argues that participatory learning can be defined as an effort by educators to involve students in learning activities. According to Imam (2004: 3) participatory learning is learning in which the process emphasizes the involvement of students in education. The involvement of students in education is not limited to being a listener, note taker, and container for educators' ideas but more than that they are actively involved in developing themselves.

From some of the explanations above, it can be concluded that participative learning is learning that involves students in learning activities optimally. Learning is focus on the involvement of students during learning activities, in other words, learning is not dominated by the teacher.

b) Participative Learning Development Procedure

According to Mulyono (2012:40) there are several participatory learning development procedures including:

1. Creating an atmosphere that encourages students to be ready to learn.

2. Help students arrange groups, so they are ready to learn and learn.

3. Help students to diagnose and find needs learn.

4. Help students develop learning objectives.

5. Help students design patterns of learning experience.

6. Help students carry out learning activities.

7. Help students carry out self-evaluation of processes and results study.

c) The Advantages of Participative Learning Strategy

According Sudjana (2005:39) the advantages of participative learning strategy include:

1. Participative learning activities are carried out jointly by students with the guidance of educators in organized study groups.

2. Participative learning activities are the development of traditional educational processes which are often dominated by teachers which aim to increase learning interaction activities between students and educators.

3. Participative learning activities are oriented towards learning objectives whose results are expected to be directly utilized by students to improve attitudes and behaviour to live together harmoniously, as well as to develop student participation in social activities and community development.

4. Learning activities are focused on using available resources in the community, both human resources and natural resources, so that learning activities are realized with a high sensitivity to environmental empowerment and preservation.

5. Participatory Learning Activities pay more attention to the human side of students by appreciating their potential and abilities and by emphasizing efforts by educators to facilitate student activities in utilizing the potential environment and displaying the ability to carry out activities of thinking and acting together in achieving the learning goals they set.

d) The Disadvantages of Participatory Learning Strategy

Based on Mulyono (2018:41) the disadvantages of participative learning strategies include:

1. Requires more time than the study time that may have been provided.

2. Activities and learning tend to be dominated by students who are used to or like to talk so that other students follow more of the minds of students who like to talk.

3. Conversation can deviate from the direction of learning that has been set.

Factors to consider in the use of learning strategies participatory namely human factors, learning objectives, learning materials, time and facilities learning and

learning facilities factors. Participatory learning activities include familiarity building; identification of needs, sources and possible barriers; formulation of learning objectives; preparation of learning programs; implementation learning activities; and assessment of the process, results and impact of study activity.

4) Mastery Learning Strategy

a) Definition of Mastery Learning Strategy

Mastery Learning Strategy is an approach to learning that requires students to fully master all competency standards as well as the basic competencies of certain subjects (Depdiknas, 2008 : 2). Armawan (2011: 13) argue that mastery learning strategy is a goal-oriented educational effort to motivate students to achieve mastery in a particular skill. Mastery learning strategy is one of the many efforts in education that aims to motivate students to achieve mastery of certain competencies (Filgona,& Sababa, 2017).

Mastery learning strategy can be summed up as learning approach based on the philosophical view that all students can learn if they are supported by the right conditions. The concept of thorough learning is a learning process that aims to master the teaching material thoroughly, meaning how to fully master the material.

b) The procedure of Mastery Learning Strategy

1. Orient students towards the strategy thorough learning with respect to orientation about what will be learned by students in one semester along with how to learn must be done by students. In this case the teacher explains the whole materials that have been planned in the specification table, then proceed with a pre-test whose content is the same as the content of the summative test.

2. Teaching and learning activities, in this case there are several things that must be done by the teacher including introducing the learning to be studied, presenting learning activity plans, carrying out learning in group situations based on the unit of study, identify students' learning abilities, assign students whose learning outcomes have been satisfactory, provide corrective activities to students whose learning outcomes are not satisfactory, monitor the effectiveness of corrective activities, re-establish students whose learning outcomes are satisfactory.

3. After the lesson is finished, the teacher conducts a test to find out how far the student's ability.

4. Provide or report back the level of mastery of each student. This activity aims to determine the level of mastery of each student.

5. Check the overall effectiveness of the program. The effectiveness of the complete learning strategy is marked based on the results achieved by students (Mulyono,2018:43)

c) The Advantages of Mastery Learning Strategy

Fraser et al (2007) argues that there are three advantages of mastery learning strategy learning, including:

1. Mastery learning strategy is more effective than learning that does not use thorough learning. The advantages of complete learning also include students and retention (the staying power of concepts taught) over a longer period of time.

2. Compared to education that does not use mastery learning strategies, the efficiency of students learning is higher in complete education. Students who are relatively slow to master competency standards completely can learn almost the same as students who have higher abilities.

3. In contrast to education which does not implement thorough learning, the attitude that arises when a student participates in thorough learning is positive. Positive feedback and a strong sense of understanding of the particular subtopic being taught. positive attitude towards learning by giving great attention, a willingness to learn cooperatively with one another, and a positive attitude towards a willingness to learn cooperatively with one another.

d) The Disadvantages of Mastery Learning Strategy

Made (2003:24) also states about the weaknesses of thorough learning among others are:

1. It is difficult to adapt for teachers who have used other strategies and switched to mastery learning strategy.

2. Requires a lot of facilities and funds that are fairly large.

3. A system of school final examinations and national final examinations is implemented which requires the implementation of study programs at a predetermined time and efforts to prepare students for taking the exams.

Mastery learning is one of the approaches in learning in which students are expected to be able to completely master the competency standards of a unit of study. Just like other learning strategies, thorough learning strategies have advantages and disadvantages that can be considered by a teacher in choosing this learning strategy in

teaching and learning activities. Mastery learning strategy is considered the most effective strategy in terms of relatively faster time compared to other learning strategies. However, for teachers who have already used other learning strategies, it will be difficult to implement this strategy and require a lot of money and facilities.

5) Modular Instruction Strategy

a) Definition Modular Instruction Strategy

Module is a learning process regarding a unit of discussion certain systematically arranged, operational and directed to use by students, accompanied by guidelines for its use for teachers (David,2001). Modular instruction is one of the independent learning processes regarding a particular language unit using teaching materials that are arranged in a systematic, operational and directed manner for use by students, accompanied by usage guidelines for teachers (Sani,2013:183). According to Winkel (2004:472) modular instruction is a teaching and learning program unit smallest, which is learned by the students themselves individually or taught by students to themselves, after students complete one unit, they move forward and study the next unit.

From some of these definitions it can be concluded that modular instruction strategy is independent learning regarding a learning material using teaching materials that have been provided to help achieve learning objectives.

b) Component of Modular Instruction Strategy

Mulyono (2018:52) state that in general, learning with a module system will involve several components packaged in a module format, including:

1. Introduction; which contains a general description, such as the material presented, knowledge, skills and attitudes that will be achieved after learning, including the initial skills that must be possessed to study the module.

2. Learning objectives; contains specific learning objectives that must be achieved by students, after studying the module. This section also includes terminal objectives and final objectives, as well as conditions for achieving the objectives.

3. Preliminary Test; which is used to determine the position of the learner and find out his initial abilities, to determine where he should start learning, and whether or not he needs to learn the module.

4. Learning Experience; containing detailed materials for each objective special learning, followed by a formative assessment as feedback for students about the learning objectives they have achieved.

5. Learning Resources; contains learning resources that can be traced and used by students.

6. Final Test; the instruments used in the final test are the same as those used in the initial test, only more focused on the objectives of each module.

c) The Advantages of Modular Learning Strategy

David (2001), reveals some of the advantages gained when learning to use modules, including:

1. Increase student motivation because every time students work on lesson assignments it is clearly limited and according to their abilities.

2. After completing the learning the teacher and students know exactly which students are successful and which are less successful.

3. Students get results according to their abilities.

4. The study load is distributed more evenly throughout the semester which makes education more efficient.

d) The Disadvantages of Modular Learning Strategy

David (2001), argues that the form of learning activities using the module itself has the following drawbacks:

1. Material development costs are high and time required is long.

2. Determining high learning discipline that students may lack in general and immature students in particular.

3. Requires extra diligence for teachers to continuously monitor student learning processes, provide motivation and consult individually whenever there are students who need it.

4. Requires good organization in each study because during the learning process it is necessary to hold several tests/exams, which need to be assessed as soon as possible.

From the explanation above it can be concluded that the main task of the teacher in learning the module system is organize and manage the learning process. Among the tasks that must be carried out by the teacher are preparing a conducive learning situation, helping students who have difficulty understanding the contents of the module or carrying out tasks and carrying out research on each student.

6) Inquiry Learning Strategy

a) Definition Inquiry Learning Strategy

According to Avsec & Kocijancic (2016) inquiry learning model is a series of learning activities that emphasize the activeness of students to have learning experiences in discovering material concepts based on the problems posed. Based on Harlem (2013) the inquiry learning model is a series of activities that emphasize the process of thinking critically and analytically to seek and find answers to a problem in question.

So, it can be concluded that the inquiry learning strategy is a learning model that emphasizes the activeness of students in seeking or finding their own ideas, concepts or answers to their own findings critically and requires adequate knowledge in dealing with the given problems.

b) Procedure of Inquiry Learning Strategy

Based on Mulyono (2018:57) argued that there are several procedure of inquiry learning strategies including:

1. Formulate the problem; In this stage the skills required are awareness of the problem, seeing the importance of the problem and formulating the problem.

2. Developing hypotheses; skills required develop a hypothesis is testing and classifying the data that can be obtained, viewing and formulating existing relationships logically and formulating hypotheses.

3. Tried a tentative answer; The skills required are assembling events, compiling data and analyzing data.

4. Draw a conclusion; In this stage the ability required is to look for patterns and meanings of relationships and formulate conclusions.

5. The last is implementing conclusions and generalizations.

c) The Advantages of Inquiry Learning Strategy

According Mackenzie (2016) inquiry learning strategy is a learning strategy that is widely recommended, because this strategy has several advantages, including:

1. This strategy is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced way, so that learning through this strategy is considered more meaningful.

2. This strategy can provide students who are educated with a space where they can learn according to their learning preferences.

3. This strategy is in line with the contemporary psychology learning, which holds that learning is a process of altering behavior in response to new information.

4. The fact that this teaching strategy can meet the needs of students who have the necessary skills can be considered a secondary benefit. Thus, students with good study skills won't be negatively affected by students who are slow learners.

d) The Disadvantages of Inquiry Learning Strategy

Mackenzie (2016) also states that besides having the advantages of this strategy, it also has weaknesses, including:

1. If this strategy is used as a learning strategy, it will be difficult to manage learning activities and student success.

2. This strategy is difficult in planning learning because it is hindered by the habits of students in learning.

3. It takes a long time to implement it so that the teacher has difficulty adjusting it to the allotted time.

4. Teachers will find it difficult to adopt this strategy if the criteria for success in learning are not met by students' ability to understand and apply the subject matter.

Inquiry learning is a learning activity that involves maximally all the ability of students to search and investigate something (things, people or events) systematically, critically, logically, analytically so that they can formulate their own findings with confidence self. The teacher in developing an attitude of inquiry in the classroom has a role as counselor, consultant, critical friend and facilitator. He must have guide and reflect on the group's experiences, and provide convenience for group work.

7) Expository Learning Strategy

a) Definition of Expository Learning Strategy

The expository learning strategy is a learning strategy that encourages verbal material transfer from a teacher to a group of students with the goal of enabling students to transfer learning material in the best possible way (Mulyono,2018:57). In line with Mulyono, Majid (2013: 216) explains that expository learning strategy is learning that emphasizes the verbal transfer of material from a teacher to a group of students with a focus on helping students understand the material as well as possible. In this strategy, the teacher continues to disseminate the subject matter. Students are also not instructed to find material.

According to the definition given above, an expository learning strategy is a technique that a teacher uses to explain a concept clearly and verbally so that learning can proceed at the best possible pace.

b) Procedure of Expository Learning Strategy

According to Suyadi (2013: 154) there are several procedures in implementing the expository strategy, namely as follows:

1. Do the opening learning can be in the form of giving positive suggestions and avoiding negative words that can reduce students' self-image or self-confidence.

2. Begin the lesson by stating the learning objectives to be achieved.

3. Identifying any fundamental assumptions or personal experiences of each student related to the material that will be presented.

4. Establishing connections between classroom content and students' experience with other factors that enable them to discuss their connections in clear-cut conceptual structures.

5. Concluding is the final step in the learning process. Concluding activities are recommended in order to comprehend the meaning of all materials that are discussed or argued.

c) The Advantages of Expository Learning Strategy

Based on Mulyono (2018:58) the expository learning strategy is a learning strategy that is widely and frequently used and has advantages including:

1. With an expository learning strategy the teacher can control order and breadth of learning material and can know the extent to which students master the subject matter explained.

2. Expository learning strategies are considered very effective if subject matter that must be mastered by sufficient students in limited learning time.

3. Through the expository learning strategy, in addition to students being able to understand the lesson with explanations made by the teacher, students can also see and observe.

4. This learning strategy can be used in the number of students and large class sizes.

d) The Disadvantages of Expository Learning Strategy

Besides having advantages, the expository strategy also has the weaknesses stated by Mulyono (2018:59), include:

1. Only those students with the necessary skills to understand and communicate effectively can benefit from this teaching strategy. It is necessary to employ alternative strategies for didik students who lack the necessary capabilities.

2. This strategy is unlikely to be able to address individual differences in abilities, knowledge, interests, and talents as well as differences in learning styles.

3. It is difficult to develop students' abilities in terms of socialization skills, interpersonal relationships, and abilities think critically because the learning process is carried out using the lecture method.

4. Without the abilities possessed by the teacher this strategy would not have been possible to succeed. The success of this strategy depends on what the teacher

has such as knowledge, preparation, self-confidence, enthusiasm, enthusiasm and motivation given.

5. The opportunity to control students' understanding of learning material will be very limited because learning communication in this strategy is one-way communication.

The expository learning strategy is a form of approach teacher-oriented learning (teacher centered approach). It says thus, because in this strategy the teacher plays a very dominant role. Through this strategy the teacher conveys learning material in a structured manner with the hope that the subject matter presented can be mastered by students well. The main focus of this strategy is academic achievement students.

d. Criteria in Choosing a Strategy

The development of the instructional strategy that will be used during the instructional process must be based on the objectives of the instructional process. In addition to that, the subject matter, learner characteristics, and environment in which the course will be conducted must all be in accordance with one another.

Hamzah (2011:26) explain a few criteria that are used in selecting instructional strategy include:

1) Focus on the goal of education

2) Choose a teaching method that matches the expectations for when start working.

3) Use learning media as much as possible that provides stimulation student senses. This means that in units of time the students are at the same time can perform physical and psychological activities.

Throughout the process of teaching, there are a few principles that include interaction, inspiration, and enjoyment. Due to this, when devising a sound strategy, the teacher must also develop a sound strategy that involves considering the guiding principles presented above.

2. Inclusion/Inclusive Education

a. Definition Inclusive Education

Petters (2007: 99) explains that inclusive education means schools must accommodate all children regardless of physical, intellectual, social conditions emotional, linguistic or otherwise. In line with the opinion above according to Smith (2014: 45) inclusive education as an educational service system requires that all children with disabilities be served in schools closest, in regular class with friends his age. Inclusive education is an integrated education that is expected to accommodate education for all children with special educational needs which so far there are still many whose rights have not been fulfilled education like other normal children. Ainscow (2006:15) argues that inclusive education is an educational service system that provides opportunities for all children to learn together. In public schools, taking into account diversity and individual needs, so that children's potential can be optimally developed.

There are several models of inclusive schools in Indonesia. The first (Regular/Full Inclusion Class), is for children with special needs to study with other children in general for a full day at a regular school using the same curriculum. In the second case, (Regular Class with Clusters), children with special needs study with ordinary children in regular classes in special groups. Third, (Regular Class with Pull Out), that is, children with special needs study with normal children in the regular class, but are withdrawn from

the regular class to another room to study with a special supervising teacher at certain times. Fourth, (Regular Class with Clusters and Pull Out), namely children with special needs learn with normal children in regular classes in special groups, and at certain times are withdrawn from regular classes to other classes to study with special supervising teachers. Fifth (Special Classes with Various Integrations), or children with special needs who attend conventional schools but can also study in special classes depending on the subject matter, referring to certain situations (Darma & Rusyidi, 2003:226).

According to a few of the above-mentioned points, it can be inferred that the purpose of the inclusive education program is to provide children with the opportunity and means to pursue their academic goals while simultaneously developing their potential and fostering a conscientious desire to learn.

b. Foundation of Inclusive Education

Based on Suparno (2010: 10) in Indonesia the implementation of inclusive education refers to the juridical and empirical basis, namely:

1) UUSPN number 20 of 2003, article 5 paragraph (1), (2).

2) Article 31 paragraph (1), (2), and (3) of the 1945 Constitution.

3) Government Regulation number 17 of 2010, regarding management and implementation of education.

4) Government Regulation number 70 of 2009, regarding inclusive education.

5) The 1948 Declaration of Human Rights.

6) Convention on the Rights of the Child 1989.

7) World Conference on Education for All 1990.

8) UN Resolution No. 48/96 of 1993 concerning equal opportunity for disabled people.

9) Salamanca's (1994) statement about inclusive education. Dakar Commitment (2000) on education for all. Bandung Declaration (2004) and Recommendations Bukit Tinggi (2005) commitment to "inclusive education".

c. Principles of Inclusive Education

UNESCO (United Nations Educational Scientific and Cultural Organization) argues that education special needs adhere to sound pedagogical principles and can benefit all children. Special needs education assumes that human differences are normal. Therefore, learning must be adapted to the needs of students not students who adapted to the pace and nature of the learning process. Halvorsen & Neary (2009) argues that Inclusive education has the following philosophical principles:

1) All children have the right to learn and play together.

2) Children should not be demeaned or discriminated against on the basis of limitations or learning difficulties.

3) There is no single reason that can be justified to separate children while he was at school. Children belong to each other, not to be separated from each other with the others.

Budiyanto (2005: 41) explain three basic principles inclusive education:

1) Every child belongs to the local community and is in a class or group.

2) The school day is set full of cooperative learning tasks with differences in education and flexibility in choosing to heart's content.

3) Teachers work together and get general, special educational knowledge and individual learning techniques and training requirements and how appreciate diversity and individual differences within class organization.

(Budiyanto, 2005: 54) has also identified principles in inclusive education into nine possible basic elements inclusive education can be implemented:

1) Positive teacher attitude towards diversity.

2) Promotive interactions.

3) Achievement of academic and social competence.

4) Adaptive learner.

5) Collaborative consulting.

6) Live and learn in society.

7) Partnership relationship between school and family.

8) Learn and think independently.

9) Lifelong learning.

d. **Challenges of Teachers Teaching in Inclusive Classroom**

Based on Puspitasari (2019:41) There are several challenges experienced by teachers while teaching in inclusive classrooms including:

1) Lack of teaching materials to support the material presented by the teacher in teaching and learning activities.

2) Sometimes regular students are affected by the indiscipline of students with special needs and think that students with special needs get special treatment from the teacher.

3) Discrimination occurs by regular students against students with special needs so that students with special needs lose motivation and self-confidence

4) Not all teachers have competent competencies in teaching inclusive classes and are able to provide appropriate treatment for students with special needs.

5) Through the inclusive education program, special education students study together with normal students in the same class and are taught by the same teacher. In each class there can be more than one child with special needs so the teacher cannot give more attention to them because other students also need the same attention.

6) Lack of government attention and concern for the implementation of inclusive schools, related policies for the implementation of inclusive schools is not clear, there is no specific curriculum modification for inclusive schools, lack of training on inclusion. for teachers, government attention for professionals that support inclusive schools are not good in terms of numbers and welfare, the programs carried out by government is unsustainable, and there are no specialized agencies dealing with special education training assistance.

3. Children with Special Need

a. Definition of Children with Special Need

Children with special needs or what can be called ABK are children who have abnormalities or deviations in the process of development and growth which includes physical, mental and emotional. Children with special needs require special education services that are not the same as normal children in general (Wolfolk,2004:598).

Children with Special Needs are defined as children who need special education and care to maximize their potential for self-actualization. Determination of children

who are included in children with special needs is something that requires assistance from education services, social services, guidance and counseling services, as well as various other types of special services, to meet their life needs (Ayers ,2006:45).

According to Mangunsong (2009: 4), a child with special needs or an out-of-the-ordinary child is one who differs from a typical child in terms of mental functioning, physical, sensory, and neuromuscular abilities, as well as social and emotional development and communication skills. These children also require modifications to school policies, teaching methods, and other practices in order to maximize their potential.

Based on several definitions from the experts above regarding children with special needs, it can be concluded that children with special needs are children who experience differences or deviations from normal children in general. In the process of growth or development there are physical, mental and emotional disorders. Children with special needs also have different characteristics from one another or can be said to have differences according to the type of disorder experienced by the child. Children with special needs also deserve educational services like normal children, but the educational services that children with special needs get are educational services in the form of special education services provided and regulated by the government in the form of inclusive education services.

b. **Characteristic of Children with Special Needs**

Children with Special Needs (ABK) have unique characteristics. The characteristics described here are the application of the specialties that each child has, so that there are

different specialties among the many subtypes of children with special needs. According

Garnida (2015) here are some characteristics of children with special needs:

1) Blind

One of the classifications of children with special needs due to obstacles to the

sense of sight is the blind. According to Garnida (2015:6), a child with visual

impairment is one who has impaired vision in such a way, necessitating special

education or perhaps specialized care. Based on the description above, it can be

understood that a blind child is a child who suffers from visual impairments,

including the inability to see clearly in all directions or even only a small part, thus

requiring the use of special resources for their vision, education or everyday life.

Blind children have the following characteristics:

1. see less (blurred),

2. unable identify people at a distance of 6 m,

3. difficulty picking up small objects around them,

4. cannot write in a straight line,

5. often gropes and stumbles when walking,

6. the black part of the eyeball is cloudy,

7. loses the ability to see,

8. the eyes always move,

9. there is severe inflammation in the area around the eyes (Garnida,2015:9).

2) Deaf

A deaf child is someone who has a hearing disorder which makes him unable to

hear sounds perfectly or even cannot hear at all. However, many believe that in this

world there is not a single person who cannot hear at all. Even though it is small, there are still some residual hearing that the deaf child can make full use of (Garnida,2015:10). According to Ganiofam (2010:20) there is some of the characteristics of deaf children include:

1. Can't hear.

2. Have a delay in language development.

3. Often using gestures when communicating.

4. Less responsive when spoken to.

5. Word pronunciation is not clear.

6. Sound quality monotonous.

7. Often tilting the head in an effort to listen

3) Mental Disability

According to Smith (2002: 43), mentally retarded is a child who possesses intelligence that is far above average and who is combined with apprehension about how to adapt to new situations during a period of rapid growth. The general population views mental retardation as being mentally and intellectually deficient. According Smith (2002:47), the characteristics of a mental disability child are as follows:

1. Slow in learning new things.

2. Have difficulty in generalizing and learn new things.

3. Ability speak very less for mental retardation weight.

4. Physical disability and movement development.

5. lacking in self-help abilities.

6. experiencing unusual behaviour continuously.

4) Physical Disabilities

Children with physical disabilities can be defined as children who exhibit various abnormal behaviors or defects in the musculoskeletal, bone and joint systems that can hinder coordination, communication, adaptation, mobilization and development for themselves. The simplest definition of a disabled child states that the term refers to a child who is physically disabled and which can be seen in the form of bones, muscles, joints, or nerves. The term disabled is synonymous with ongoing disabilities, such as disabilities, physical disabilities, limb disabilities, orthopedic disabilities, and orthopedic disabilities (Depdikbud, 1986:6). According to Garnida (2015:11) for the characteristics of a Physical Disabilities can be explained as:

1. Fingers are stiff and can't grasping.

2. There is a member part incomplete or imperfect or even motion smaller than the size of people in general.

3. Difficulties in movement (imperfect, not flexible / not controlled, vibrating).

4. There is a defect in limbs.

5. Limbs withered, stiff, weak/paralyzed.

5) Unsociable

Those that experience difficulty managing their emotions and social control are referred as unsociable. The definition of a child with unsociable is if one of up to four of the following components is present: the learning disability is not caused by intellectual, sensory, or health factors unable to establish good relations with friends and teachers behaving or feeling out of place. In general they are always in a state of

unhappiness or depression and experience fear related to people or problems at school (Delphie, 2006: 17). Garnida (2015:13) argues that the unsociable (children who experience disorders emotions and behaviour) has characteristics as following:

1. Tend to disobey and easy and emotional.

2. Often act aggressively, destroy and disturbing.

3. Often acts in violation social/moral/legal norms.

4. Tend to study achievement and motivation low, often skipping or not entering school.

6) Learning Disability

Learning Disability is a condition when a student or child is unable to learn as intended, such as when they are struggling to receive and manage their schoolwork. The United States Office of Education (USOE) in (Mulyono,1999:6) states that learning difficulties are the result of primary psychological processes that involve understanding and using spoken or written language. These disturbances can attack in the form of hearing, thinking, speaking, reading, writing, spelling, or counting. According to Garnida (2015:15) There are several characteristics of children who experience learning disability including:

1. Difficulty distinguishing from of letters.

2. The ability to understand the content of reading low.

3. Often make mistakes when reading.

4. Very sluggish in copying writing.

5. Often writing wrong letters b with p, p with q, v with u, 2 with 5, 6 with 9 and so on.

6. Difficult to distinguish signs: +, -, x, : , >, <, =.

7. Difficult to operate count or number.

8. Often wrong counting sequentially.

9. Often wrong distinguish numbers.

7) Slowness

National Education (2007: 4) that slow learners have children intellectual disability with an average IQ below normal children. The definition of a slow learner according to Triani (2013: 3) is a student who has a level intelligence below the average child in general. Based on Garnida (2015: 6) The characteristics of slow learning children are as follows:

1. The average learning achievement is low.

2. Complete academic assignments frequently late compared to their peers.

3. Catching power to slow lessons.

4. Repeat in the same class.

8) Special Smart Children and Special Talents

Gifted children are a category of children with special needs. Gifted children are defined as children who have intelligence, responsibility and creativity above normal children in general so that to realize their potential into real achievements requires special education services. Special Smart Children and Special Talents are classified into three groups based on the level of intelligence and uniqueness of each, namely Superior, Gifted and Genius (Pratiwi and Afin, 2013:70). According to Garnida (2015:18) Special Smart Children and Special Talents or can be called as gifted has the following characteristics :

1. Reread at a younger age more fast and have vocabulary broad.

2. Having curiosity strong, and high enough interest.

3. Have initiative, creative, and original in show ideas.

4. Capable provide answers or reasons logical, systematic and critical.

5. Open to stimuli from environment.

6. Can concentrate in long term, especially on tasks or areas of interest.

7. Happy try new things.

9) Autism

Autism is a way of thinking that is controlled by needs personally or by oneself, responding to the world based on sight and own expectations, and denial of reality, extreme preoccupation with thoughts an down fantasy. Autism can be interpreted as a developmental disorder Widespread and severe, symptoms begin to appear in children before they reach the age of three year. This developmental disorder covers the areas of communication, interaction, and behavior. The cause is a disorder in the development of the central nervous system which results in disruption of brain function (Garnida, 2015:19). Autism has the following characteristics:

1. Experiencing language barriers.

2. It is difficult to recognize and respond to emotion with cues.

3. Rigidity and poor in expressing feelings.

4. Lacking have feelings and empathy.

5. Often behaving out of control.

6. In a manner thoroughly having problems with behaviour,

7. Lack of understanding of whereabouts himself,

8. Internal limitations express themselves,

9. Behave monotonously and having trouble adapting to environment (Garnida,2015:20)

c. **Learning Strategies for Children with Special Needs**

Smith (2006:84) The goal of the strategy for children's special education classroom instruction is to help students who are educated so they can learn effectively in general education classrooms. While teaching children with special needs, it is necessary to include explanations. Understanding people with special needs also necessitates some form of analysis. In terms of their beliefs and needs, students differ. Hence, offering students didactic-level instruction is a simple process of categorization. It may be advantageous to provide instruction to students who have special needs or other specialized needs using a teaching strategy that has proven effective in one type of learning challenge.

a. Teaching strategies for children with attention problems (concentration)

1) Enhance the method of teaching and the quantity of new material that will be covered. Students who have attention problems can miss if the material is given too fast or if the load is stacked with complex materials. This is useful for slowing down the pace of the presentation material, keeping students engaged with ask questions when the material is given, for ensure that each part or step can be understood.

2) Hold meetings with students. This matter done to pay more attention to learners. The attention given is carried out with without punishment (nonpunitive) and without threats (not threatening)

3) Bringing students closer with gentle attitudes and actions to the teaching process.

4) Give slow, steady, and generous encouragement.

5) Put more emphasis on mental clarity than on the speed at which tasks are completed.

6) Teach self-monitoring of attention. To monitor a person's internal thoughts, a person may use a timer or an alarm clock.

b. Teaching strategies for children with memory problem

1) Educate using pen and paper such as scroll bars or highlights to emphasize student understanding

2) It is recommended to use a memory aid, which can be either a calculator to help calculate something or a list of events to assist in doing so.

3) Let students who have difficulty remembering it take smaller steps in teaching.

4) Teach students who have problems with memory to practice repeat and remember

c. Teaching strategies for children with cognition problems

1) Provide "high meaning" context-based learning material. This can be accomplished by providing examples, analogies, or contras. Students with learning difficulties may not have a knowledge base as broad as any other friend. New information that understood by most students may not be absorbed for students with learning difficulties. Therefore, it's important to determine whether students understand the meaning of their reading, or meaning a question about new material.

2) Postponing final exams and assessments until students are able fully master the material being studied.

3) Place learners in context in learning that "never fails"

d. Teaching strategies for children with social problems and emotional

1) Create an acceptable class reward system and accessible, so that students feel involved in learning activities and achievement.

2) Form awareness of self and others. This way to help students become more familiar their own attitudes and their impact on others.

3) Teaches a positive attitude.

B. Previous Relate Studies

Here are some relevant research results as follows:

1. Research from Priyo Santoso (2019) in a thesis entitled "Teaching Strategies For Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri". This study identifies instructional strategies for special education teachers in SMP YBPK Kediri inclusive class. This study examines teaching strategies, barriers, and alternative strategies used by English teachers and inclusion teachers during activities the teaching and learning process takes place. This research uses a case study as its design research and also two methods of data collection, interviews and observation. Interviews and observations are used to obtain relevant information using the strategies of English teachers and inclusion teachers when teaching students disabilities. This study found several strategies for teachers such as direct instruction, Peer Leadership, Cognitive Strategy Class, Cooperative Group Class, and shared education. Teachers also face several obstacles, such as: students who have changed and some with disabilities who have not understand the material. In this case, both English teachers and inclusion teachers have it alternatives in dealing with obstacles, such as tutoring students with disabilities, behavioral approach and also a decrease in learning standards.

2. Research from Aulia (2019) in a thesis entitled "Teacher's Instructional Strategy in Teaching English to Student with Autism an Inclusive School at SMP Lazuardi Kamila Global Islamic School of Surakarta". The current study uses a descriptive case study method for English teachers and special accompanying teachers, or GPK. The data

collection method used in this study used observation techniques, interviews with teachers and other students, and document analysis for individual educational programs. In this study, it can be concluded that an autistic student participates in classroom learning activities in general by using a motivational strategy that has been modified by the school teacher. The accompanying teacher here uses a remedial technique while the English teacher uses a drilling technique. Teachers also consider it important to explain the concept of speaking ability when teaching English. In this case, the teacher's solution is to use prompts to teach cycling basics and memorization techniques to teach abstract technical knowledge.

3. Research from Herlina (2015) in a thesis entitled "Teaching and Learning Process of English in Inclusive Class at SMK Negeri 2 Malang". This study uses a qualitative descriptive research method. The subjects of this study were English teachers, teaching assistants and 10th grade students of Information Technology and Network Technology. Documentation, observation sheets, also field notes and interview sheets were used as work tools in this research. The conclusion of this study is that the teaching and learning process of English used in the inclusion class is the same as in the regular class. The learning method used by the English teacher is a direct and communicative language teaching method, and learning media is not used in teaching and learning activities.

4. Research from Citra (2020) in a journal entitled "Teacher's Strategies and Classroom Management Techniques in Teaching English at SMP Inclusive TPA Jember". This study aims to explain teacher and classroom strategies
management techniques applied in teaching English to mentally retarded students in Jember TPA Inclusion Middle School. This research is a qualitative descriptive study.

Subject of this study is an English teacher at TPA Inclusion Middle School Jember. The data is collected through non-participant observation and interviews. The data is analyzed through identification, classification, data reduction, and description. The findings are: 1) the teacher uses three kinds of strategies, namely imitation and modeling strategy, demonstration strategy, and active strategy with imitation and modeling strategy as the most widely used; 2) of 7 classroom management techniques listed by Sarosdy, Bencze, Poor and Vadnay (2016), there are only 5 techniques implemented by the teacher include showing respect to students, demonstrating professionalism, application of classroom techniques, application of teacher's positive attitude roles and get to know students.

Table 1.1 The Similarities and Differences between Previous Study and Present Study

No	Title	Similarities	Differences
1.	Teaching Strategies For Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri. (Priyo Santoso 2019)	• This study discuss about teacher strategy to teach english for student with special needs at inslusive school • Used qualitative approach	• Differences in the theory used • The subject was an English teacher in class VII SMP YPBK Kediri • focus on students with special needs classified as learning disabilities

2.	Teacher's Instructional Strategy in Teaching English to Student with Autism an Inclusive School at SMP Lazuardi Kamila Global Islamic School of Surakarta (Aulia 2019)	• Discuss about the teacher strategy to teach english for student with special needs at inclusive school • Used qualitative approach	• Focus on student with special needs classified as autism. • Researching the strategies used by English teachers and accompanying teachers as well as the learning media used to teach students with special needs
3.	Teaching and Learning Process of English in Inclusive Class at SMK Negeri 2 Malang (Herlina 2019)	• Discuss about teacher strategy to teach English to student with special needs at inclusive school. • Used qualitative approach • The theory used	• The subject was an English teacher and accompanying teachers at SMK Negeri 2 Malang and the learning media used to students with special needs.

| 4. | Teacher's Strategies and Classroom Management Techniques in Teaching English at SMP Inclusive TPA Jember (Citra 2020) | • Used qualitative approach | • Discuss about teacher strategy and classroom management in teaching English at inclusive school
• The subject is English teacher at SMP TPA Jember
• Focus on student with special needs classified as mental retardation |

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this study, researchers used a qualitative approach. According to Creswell (2018: 41), qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to social or human problems and research procedures that will produce descriptive data in the form of written or spoken words from people or behavior observable. Based on Strays and Corbin (1998:24) what is meant by qualitative research is a type of research that produces discoveries that cannot be achieved using statistical procedures or other means of quantification (measurement). Qualitative research is the study of behavior, perception, motivation, behavior, and other phenomena related to the event being investigated by describing it in the form of a description (Moloeng, 2011:6).

From the explanation above, qualitative research method which can be defined as research that emphasizes the understanding aspect of a problem. The data generated in this study are in the form of verbal or words from people for observable behavior. In this study, researchers used a qualitative approach because of that focuses on the analysis of strategies used by teacher and the difficulties faced by teachers in carrying out learning in class Eleventh social science inclusive SMA Al Firdaus Surakarta. To implement the type of research above, researchers try to analyze the results of observation, interview and documentation. Researchers only collect data, create descriptions, and draw conclusions. The data include observation and documentation of how the teacher strategy in teaching English in inclusive classes and interview to answer some questions related to the topic. This research can help

readers understand the strategies used by teachers and the difficulties faced by teachers in providing English learning in inclusive classes.

B. Research Settings

1. Research Place

The research conducted at SMA Al Firdaus Surakarta which is located at Al Kautsar street, Mendungan, Pabelan, Kartasura Sub District, Sukoharjo District, Central Java. SMA Al Firdaus Surakarta is an inclusive school where regular students and students with special needs are taught in the same class.

2. Research Time

This research was conducted on September 2022 until June 2023. This is the schedule that the research do, there are:

Table 2.1
Research Schedule

Activity	2022					2023			
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Apr	May
Pre-research (Pre-observation)	■	■							
Making Proposal			■	■	■	■	■		
Examination Seminar Proposal								■	
Observation								■	
Interview								■	
Documentation								■	
Arrange Thesis								■	
Examination of Munaqosyah									■

C. Research Subject

The subjects choose for this study is someone related to English. Because the researcher analyzes the teacher strategy in teaching English, the subject chosen English teacher at inclusive class Eleventh Social LG 10: Ibnu Rusyid. The participants of this study is Miss Cica Nur Halima S.Pd as the English teacher at eleventh grade students' of SMA Al Firdaus Surakarta.

D. Data and Source of The Data

1. Data

    Data is a record of facts or information that will be processed in research activities (Tanzeh, 2009:100). The research data comes from the results interviews, documentation and observations of the strategies used by teachers and the difficulties encountered in providing English learning in class eleventh social science inclusive SMA Al Firdaus Surakarta.

2. The main data source is in qualitative research is words, and actions, the rest is additional documents such as documents and others (Moloeng, 2013:157). Sources of data will be taken from documents, interview results, field notes and results from observations obtained through English teacher who teach inclusive class eleventh social science at SMA Al Firdaus Surakarta.

E.   Research Instrument

Merriam (2002), states that research instruments or tools in qualitative research are the focus of researchers, choosing informants as data sources, collecting data, assessing data quality. Analyze data, interpret data and draw conclusions based on their findings. It is difficult to determine data when studying research methodology because they not only have to obtain data and process it according to their own preferences, but also have to follow proper procedures used to analyze data so that the data obtained is valid and can be accounted for (Mustari,2002).

Researcher is a key instrument, according to a few definitions in the previous section. So, it may be inferred that a research instrument is a tool used to summarize and compare data that has already been gathered through observation and interviews as a method for producing results or making conclusions about a subject.

F. Techniques of Collecting Data

In this study, there are several techniques that used to collect data. The following is a data collection technique that carried out:

1. Observation

Hancock, Windrige and Elizabeth (2009) stated that observation is a technique that can be used when other methods of data collection are ineffective, have limited value, or are difficult to validate. In order to gather accurate information about an object, observation involves closely and immediately observing it. According Hadi (2002:136) observation is defined as supervision, systematic recording of the phenomena investigated.

From the above understanding the observation method can intended a way of collecting data through direct observation to situations or events in the field. In this study, researchers did observation at XI Al Firdaus Surakarta. Observation of researcher by seeing and observing teaching and learning activities in class. To collect data, researcher use cell phone camera and notes while making observations. This observation carried out 2-3 times during the teaching and learning process takes place. Observations are used to find out the teaching and learning process, especially to find out the strategies used by English teacher to teach English at eleventh grade of inclusive school SMA Al Firdaus Surakarta.

2. Interview

According Moloeng (2002: 186) interview is a conversation that aims to obtain information about individuals, activities, events, feelings, motivations, concerns, can experience the world of thoughts and feelings of respondents. Interview is a data collection technique through a questioning process oral answers that take place in one direction, meaning that the questions come from the interviewer and the answers are given by the interviewee (Fatoni, 2011:105). Based on Hadi (2002:157) Interviews is a form of direct communication between researchers and respondent.

From some of these opinions it can be concluded that the interview is interpreted as a method collecting information materials carried out by asking questions verbally, unilaterally, face to face directly and with the direction of the goal which has been specified. Research conducted in-depth interviews in this study. In-depth interviews are conversations/interactions that occur between an interviewer and an informant. The interview conducted with an English teacher for class XI SMA Al Firdaus Surakarta. Interviews conducted to obtain data and information in the form of writing or recordings, both visual and audio-visual, related to the strategies carried out by the teacher in classes including English subjects.

2. Documentation

In this study, taken from the documentation is all the data needed. Sugiyono (2013: 214) explains that documentation is a record of events that have passed, documentation can be in the form of writing, pictures, or monumental works of someone, documentation is a complement to the use of observation and interview methods in qualitative research. According Fatoni (2011:112) Documentation is a data collection technique by studying the records regarding the personal data of the respondent.

From the statement above documentation method means the procedure for collecting data by recording existing data. In this study, documentation will be obtained from English teacher who teach in class XI SMA Al Firdaus Surakarta where the class is an inclusive class. The result is the lesson plan made by the teacher and the documentation obtained during the observation.

G. Trustworthiness of The Data

The researcher uses triangulation to get the validity and reliability of the research. Triangulation is a technique of checking the validity of data that utilizes something else (Moleong, 2013). Alfansyur et al ., (2020:148) explain that the purpose of the triangulation data collection technique is to find data that is widely dispersed, consistent, and certain. Researcher in qualitative research must try to get valid data. Therefore, during data collection, researcher must rely on the validity of the data to ensure that the data obtained is valid. According Sugiyono (2016:274) triangulation is divided into three as follows:

1. Triangulation of Source

   Triangulation of Source is a technique for testing the credibility of data by comparing information obtained from several sources. Source triangulation is the process of comparing and re-checking the level of trust in information obtained from various sources. For example, comparing the results of observations with interviews and comparing the results of interviews with existing documents.

2. Triangulation of Technique

   Triangulation of technique is used to confirm data by comparing it with the same source using different techniques. For example, information obtained through interviews and verified through observation, documents or questionnaires. When the three data credibility

testing techniques produce different results, the researcher conducts further discussions with other related data sources to determine which data is believed to be correct.

3. Triangulation of Time

Time triangulation is done by checking with interviews, observation or other techniques at different times and situations, then it is done repeatedly so that data certainty is found.

In this study, researchers used a triangulation technique. Researcher use various data collection techniques to obtain information and then combine it to form conclusions. In this study, researchers used observation, interviews and documentation to obtain valid information about the strategies used by teacher to teach English at third grade of inclusive school SMA Al Firdaus Surakarta in the academic year 2022/2023.

A. Techniques Analyzing of The Data

Data processing is a very important thing in research. The data that has been collected must be processed and presented neatly so that it is easier to analyze. According Sugiyono (2016: 244) Data analysis is the process of systematically compiling data obtained from observations, interviews, and documentation by sorting the data into categories and then breaking it down into units and choosing which ones are important and which will be studied then making conclusions that aim to facilitate understanding for yourself and others. Data analysis consists of three series of activities carried out simultaneously, the following is an explanation as follows:

1. Data Reduction

Data reduction can be interpreted as summarizing activities, determining the main points, focusing on important data and removing things that are considered unimportant thus, the reduced data will produce a clear picture and make it easier for researchers to

conduct further research (Sugiyono, 2013: 338). Data reduction is a form of analysis that aims to sharpen, select, focus, arrange data in such a way that the final conclusions of the research can be made and verified (Subroto, 1999:17).

Based on the understanding above, the writer can conclude that data reduction, namely summarizing the data collected from the field and then choosing the main things according to the focus of the research. In this study the researcher wanted to know what strategies the teacher used to teach English and the difficulties experienced by the teacher teaching English in inclusive class.

2. Display Data

Displaying data is done after reductive data. Presentation of qualitative data can be in the form of graphs, tables, pictograms and the like. In addition, the presentation can also be done in the form of short descriptions, charts, between categories (Sugiyono 2018: 341). In this study, researcher used the presentation method with narrative text.

3. Drawing Conclusion

The next step in conducting qualitative data analysis is drawing conclusions and verification. The initial conclusions presented are still temporary and have the possibility of changing if strong evidence is not found to support further research stages. But if the conclusions presented at the initial stage have valid and the same evidence when they return to collect data in the field, the conclusions presented are credible conclusions (Sugiyono, 2016: 252).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher will present the results of the research and its discussion. The purpose of this research was to find out what strategies the teacher used to teach English in the inclusive eleventh grade and the difficulties experienced by the teacher in teaching English in the inclusive eleventh grade Social Science of SMA Al Firdaus Surakarta. The data found in this study came from classroom observations, interviews with English teacher who teach in inclusive class and documentation in the form of lesson plans. In this research, the researcher chose the eleventh-grade English teacher as the research subject.

A. Findings

1. Teacher Strategies in Teaching English at XI Inclusive Class

This part presented by the research findings which the researcher found in the field by doing observation, interview and documentation. The observation conducted by researcher in three times. First observation on Thursday 4th Mei 2023, the continued from Tuesday 9th Mei 2023 and the last observation on Thursday 11th Mei 2023. After the research investigated the teacher strategy in teaching English an eleventh social science inclusive class the researcher got some data. The results of research findings regarding the strategies used by teachers in providing learning in inclusive classrooms are as follows:

a. Observation

   1) First Observation

      Based on the results of the first observation made in the teaching and learning process which was carried out on Thursday 4th May 2023. Class eleventh social sciences

SMA Al Firdaus Surakarta with a total of 24 students. Lessons start at 08.15 to 10.15 WIB. The results of the observations are as follows:

a) Opening

In the opening part the teacher opens the meeting by greeting and asking how students are in class. What is their condition, does anyone feel sick, have they had breakfast or not, and so on. Furthermore, the teacher appoints one student to lead the prayer before the teaching and learning activities take place. The teacher takes student attendance by calling students one by one. After that the teacher does apperception in accordance with the material that will be discussed at the time of the lesson.

b) Main Activity

Before the teacher starts learning the teacher arranges seats for students with special needs. Mentally retarded students are given the freedom to choose the seat they want, while deaf students are placed on the front desk which is close to the teacher reach and accompanied by an accompanying teachers and for students with an autistic classification at the back and accompanied by the accompanying teachers. After finishing arranging the seats, the teacher asked the last assignment given. If someone has not done the assignment, the teacher gives time to complete the assignment before moving on to the next material. The teacher conveys what material will be learned today and sends the material about tense to the class leader so that it can be sent to class groups. The teacher explains and writes it on the blackboard. The teacher explains the material repeatedly so that students can understand the material being studied. The teacher invites students to ask questions

about the material provided. After that the teacher invites students to work on the problem by forming groups. Physical disability students are placed in a group with other regular students while autistic students are put together in one group and placed at the back and the questions given are adjusted to their competency standards. The teacher monitors group discussions related to the questions given and becomes a facilitator if there is an understanding that is not in accordance with the questions or assignments given. The teacher repeats the explanation to groups of children with special needs and helps solve problems using pictures.

c) Closing

The teacher concludes and gives a little explanation about the material given. The teacher appreciates all students who take part in learning in class. Before closing the lesson, the teacher reminds students who have not finished working on the questions to collect answers at the next meeting. The teacher reminds students not to forget to pray and maintain their health and finally the teacher closes the lesson by greeting and saying "See you students".

From the results of the first observation and explanation above, the researcher found that the teacher combined expository and inquiry learning strategies in teaching English in class XI social sciences.

Figure 4.1
first observation when the teacher explains the material verbally.

The use of expository learning strategies can be seen from the teacher using the lecture method when providing learning using blackboard media. During the lesson the teacher explains the material verbally and the students listen to what the teacher says while occasionally taking notes on the material on the blackboard. While the use of inquiry learning strategies was found with the teacher giving questions about a case and asking students to solve existing problems in groups. Students are given as many opportunities as possible to express their opinions and look for other sources. The teacher monitors students and becomes a facilitator when students have difficulty solving a given problems.

Figure 4.2 When the teacher monitors and becomes a facilitator during learning on first observation.

1) Second Observation

The results of the second observation which was carried out on Tuesday 9th May 2023 at 08.15 to 10.15 WIB at class XI social are as follows:

a) Opening

In the opening part, the teacher opened the lesson by greeting. Next, the teacher checks attendance by calling the names of the students one by one and the teacher asks the students to convey their mood at that time. Before starting the lesson, the teacher asked the class leader to lead the prayer. Furthermore, the teacher conducts apperception about the material to be studied.

b) Main Activity

Before the teacher starts learning the teacher arranges student seats. students with special needs are placed in the same row of benches close to the teacher reach with all accompanying teachers watching behind them. After finishing arranging the seats, the teacher asked about the assignment given last week and asked anyone who had not finished working on it. Students who have not finished working on assignments at the previous meeting are given time to complete the task. Furthermore, the teacher corrects the results of student assignments and provides directions and explanations if there are answers that are still wrong. The teacher asks students for their understanding of the material when they are doing assignments in the previous meeting and helps students find answers if students look troubled. Next, the teacher conveys a little about the material that will be

explained at the meeting that day. The teacher sends material to the class leader and asks him to send it to his friends through the class group in the form of asking suggestion material. Students are asked to first understand the material that has been given and are allowed to look for other sources on Google if they can help students better understand learning material. After students are given time to study their own learning material the teacher asks students if there are questions and provides an explanation of the material being studied. After that the teacher gives assignments to students to make examples of dialogues asking suggestions related to things that students experience or in everyday life that might happen. The teacher monitors students in doing assignments. Students with special needs with autism classification are assisted and guided by accompanying teachers in carrying out assignments that are adjusted to the standards they have while the English teacher monitors and facilitates the material being studied for students with autism needs. After that the students were asked to read the results of the dialogue with the teacher that had been made. The teacher gives appreciation to students who are willing to read the dialogues they have made.

c) Closing

The teacher concludes and gives a little explanation about the material provided. The teacher appreciates all students who take part in learning in class. Before closing the lesson, the teacher reminded students who had not finished making a prayer to finish it. The teacher reminds students not to forget to pray and take care of their health and finally the teacher closes the lesson by greeting and saying "See you students".

2) Third Observation

The third observation which was held on Thursday 11th May 2023 in class XI social science from 10.00 to 12.20. The results of the observations are as follows:

a) Opening

In the opening part the teacher opens the meeting by greeting and asking how students are in class. What is their condition, does anyone feel sick, have they had breakfast or not, and so on. Furthermore, the teacher appoints one student to lead the prayer before the teaching and learning activities take place. The teacher takes student attendance by calling students one by one. After that the teacher does apperception in accordance with the material that will be discussed at the time of the lesson.

b) Main Activity

Before the teacher starts the lesson, the teacher asks about the task in the previous meeting. If there are students who have not finished learning, they will be given time to complete the task of making dialogue from the previous meeting. The teacher will call on students who in the previous meeting had not read the results of the dialogue that had been made, including students with special needs. Students with special needs with a classification of physical disabilities are given the same assignments as other students while students with autism are only given simple conversation assignments. After everyone reads the results of their work the teacher gives applause and gives an understanding of the material that will be studied that day. On that day the material to be learned is giving suggestions. The teacher sends material to one of the students to send to friends via the WhatsApp group. The

teacher provides opportunities for students to examine existing material and allows them to look for other sources that can help students understand the material if possible. Next, the teacher asks the students about the material, do they understand it or not, and slightly sparks students' knowledge about the material that has been given. Then the teacher gives assignments to students in the book package. Students are asked to work on the problems in the book package and are given the task of writing examples of sentences giving suggestions. Students are given the opportunity to form groups in their work assignments. The teacher supervises the students in the class to ensure that students have no difficulty in working on the questions. The teacher corrects student answers and examples of sentences they have made as well as adjustments if something is not appropriate in learning. The teacher gives praise to students who have done the assignments given.

c) Closing

The teacher concludes and gives a little explanation about the material provided. The teacher appreciates all students who take part in learning in class. The teacher reminds students not to forget to pray and take care of their health and finally the teacher closes the lesson by greeting and saying "See you students".

Based on the results of the second and third observations, the researcher found an inquiry learning strategy as the main learning strategy used by the English teacher in providing learning in class XI social science where the class is an inclusive class.

Figure 4.3 second observation when students in groups discuss the material provided and the teacher becomes a facilitator.

Figure 4.4 when students are given time to solve problems in this case is learning materials and teacher monitoring students.

The inquiry learning strategy can be characterized by the teacher giving time to students to understand the material and baiting students with questions that aim to enable students to think critically about the material being studied. During the second and third observations the teacher will only provoke and direct students to be more active and think critically marked by project assignments and the teacher acts as a facilitator if there are students who have difficulty with the project given.

2) Interview

From the results of the first observations the researcher concluded that the teacher used an expository learning strategy and inquiry learning strategy in inclusive classroom learning. This statement is supported by the results of interviews conducted by researchers with English teacher who teach in inclusive classes. As stated below:

> *"....For certain learning materials which in my opinion are difficult if only using inquiry learning strategies, I will combine inquiry and expository learning strategies. At the beginning of giving learning I will first explain the material in detail after that I will give time for students to solve problems so students can think critically and actively...."*

Based on the results of the second and third observations, the researcher found an inquiry learning strategy as the main learning strategy used by the English teacher in providing learning in class XI IPS where the class is an inclusive class. As stated below:

> *"In providing lessons, I often use inquiry learning strategies because they are in accordance with the curriculum that we use. Because when I teach, I don't give material directly but I invite students to think critically about what will be learned. For example, I will instruct them to compare, understand, and analyze the learning material that we will study that day. I will actively provoke students' knowledge by asking questions that aim to make students more critical and active in learning activities."*

The researcher also found that in inclusive XI class there were 5 children who were classified as children with special needs. This is supported by the results of the interviews as follows:

> *"In class XI there are 5 children who fall into the classification of children with special needs, namely there are 3 children with autism and 2 children with disabilities."*

Furthermore, the researcher also did not find any differences in the strategies used by teacher in teaching English to regular students and students with special needs. In providing learning strategies that are used both use inquiry learning strategies and sometimes use expository learning strategies. It's just that the material provided is adjusted to the competencies they have. For example, children with special needs with a classification of

disabilities get the same material as regular students, but children with special needs with an autism classification will be given material with a lower level of difficulty according to their abilities. English teacher only slightly modifies the strategy used when teaching students with special needs. She combines two main strategies in learning, namely the inquiry strategy and the expository strategy to teach children with special needs with autism classification. This statement is supported by the results of the interview as follows:

> *"I use the same strategy, of course, I don't differentiate the strategy I use, it's just that I use a few modifications. I use the same strategy but with different material according to the competencies possessed by students. For example, for regular students and students with special needs with disabilities, I equate their competencies and usually use one learning strategy, but for children with special needs autism, I can combine inquiry and expository learning strategies at one time."*

Researcher also found that the use of the curriculum at SMA Al Firdaus Surakarta is an important consideration in choosing the learning strategy to be used. SMA Al Firdaus Surakarta is a school that has 2 curricula, the curriculum is the IB curriculum and the curriculum from the education office. The IB curriculum requires students to create a project in each unit. Each unit has 8 meetings and projects from students which are used as the main student assessment because at SMA Al Firdaus Surakarta there are no tests or exams caused by the curriculum used. The interview evidence is as follows:

> *"...at this school we use two curricula, namely the curriculum from the department and the IB curriculum. In the IB curriculum there are no tests or exams so everything focuses on projects made by students. I directly use this strategy because I am in accordance with the existing curriculum in our school and with the needs of students. If I use the expository strategy because there is some material that will be difficult for students to grasp if I use the inquiry strategy"*

Researcher also found that students with special needs with autism classification were not placed in other classrooms if they could not follow the material provided by the teacher. Students remain in the classroom accompanied by a companion teacher. English teachers

consider co-learning to be one of the goals of inclusive education. If students with autism cannot follow the lesson, they will be accompanied by a companion teacher. Therefore, the accompanying teacher has an important role in helping the English teacher in the classroom. Students with special needs with a classification of physical disabilities can always take part in lessons provided by the teacher together with other friends. The role of the English teacher when students with special needs with autism classification cannot participate in learning is to monitor students and explain a little bit when students are given special assignments by their accompanying teachers. As stated below:

> *"Even though sometimes the materials and projects provided are different, I still include children with special needs in class because I focus on learning together with other friends which is one of the definitions of inclusive education. Even though later in class when there is a difference in material, there is a companion teacher who really helps me in teaching…."*

2. Teacher Challenges in teaching English at inclusive classroom

Based on the results of interviews with teacher, regarding the challenges faced in providing inclusive classroom learning in this study. These challenges include that sometimes the teacher has difficulty controlling students in the class. As we know, inclusive learning is creating a learning space for students with special needs with regular students in the same class, but sometimes teachers have difficulty conditioning students with special needs with autism classification. Students who are still having tantrums or so on can make classroom conditions not conducive to learning. The second challenge is when students cannot accept the instructions that have been given by the teacher so the teacher has to repeat the instructions several times. The third challenge is the different backgrounds of students so that it is difficult for teachers to determine learning strategies in class because the students in the class are very diverse. The last challenge is when dealing with students who are lazy and have an undisciplined attitude, as we know that inclusive

learning does not always prioritize academic matters, the existing regulations are also not as strict as those of public schools, so students misinterpret this by being lazy and undisciplined in following learning activities. This is evident from the results of interviews with teacher as follows:

> *"it's sometimes difficult to control children with special needs in the classroom which can have an impact on disrupting teaching and learning activities in class, then the next challenge is when students can't follow the instructions I give so I have to repeat these instructions over and over again, then I have to better understand students as an example of students who are suitable with the learning strategy that I use but others may not be able to follow the learning strategy that I use it becomes a challenge for me in choosing learning strategies ....."*

B. DISCUSSION

In this section the researcher describes the findings based on observations, interviews and documentation. The teacher uses two learning strategies that are used in teaching English in inclusive classes. The learning strategies are inquiry learning strategies and expository learning strategies. This study also identified that there were several challenges experienced by teachers in providing learning in inclusive classrooms. Some of the challenges experienced by teachers include, first, teachers have difficulty controlling students with special needs with autism classification in class. The second is when students cannot accept the instructions given by the teacher so the teacher has to repeat them several times. The third is the different backgrounds of students so that the teacher has difficulty in determining or choosing the learning strategy that will be used in inclusive classes and the last challenge is when dealing with students who feel lazy and undisciplined during learning activities.

1. Teacher Strategy in Teaching English at Inclusive Classroom

This study identified that there were two strategies used by English teachers in providing learning in inclusive classrooms, namely: the inquiry learning strategy and the expository learning strategy.

a. Inquiry Learning Strategy

Based on Hamdayana (2016:132) inquiry learning strategy is a series of activities that emphasize the process of thinking critically and analytically to seek and find answers to a problem in question. Based on the results of observations and interviews conducted by researchers found that teachers use inquiry learning strategy as the main strategy in learning. By using this strategy, the teacher can train students' thinking power to think more actively. The inquiry model found by researchers in learning in class XI IPS SMA Al Firdaus Surakarta is guided inquiry. Suhardima (2016: 11) stated that guided inquiry is a learning model in which the teacher guides students in carrying out activities by providing initial questions that lead to a discussion. According to Sanjaya (2006: 196) the steps of inquiry are as follows: Identification and clarification of issues, making hypotheses, collecting data, analyzing data and making conclusions.

In carrying out learning by using the inquiry learning strategy the teacher carries out several stages. The first stage is to determine the material to be discussed. The material to be discussed has been prepared by the teacher beforehand, as evidenced by the existence of a lesson plan. The second is that the teacher asks students to submit opinions about the material being discussed. This is done by the teacher by asking questions to students. The next stage is that the teacher gives time to students to think about the material being discussed and invites students to look for other sources using their respective cell phones. The teacher gives time to students to analyze the material provided and after that the teacher asks the results of the analysis they have made before the teacher explains the material.

Mulyono (2018:55) states that there are several advantages of this learning strategy including: can make students active and think critically, gives freedom to students to learn

according to their learning style, in accordance with the development of modern learning psychology which considers learning as a process of changing behavior thanks to experience and finally, students who have good learning abilities will not be disturbed by students who have weak learning abilities. In addition to having the advantages of this learning strategy, it also has disadvantages that can be taken into consideration in choosing this strategy as a learning strategy. the disadvantages of the inquiry learning strategy as stated by Hanafiah (2009:79) are as follows: it requires a long time; it is difficult to plan learning because it collides with the learning habits of students and the last is difficult to control the activities and success of students.

In implementing learning using inquiry learning strategies at SMA Al Firdaus the teacher acts as a guide and facilitator for students in solving problems. Because of this learning strategy students are given the freedom to argue about a problem according to their respective perspectives. in using this learning strategy there is always a project that is produced. This strategy is a strategy that is adapted to the curriculum implemented in SMA Al Firdaus Surakarta. SMA Al Firdaus uses the official curriculum and the IB curriculum where the IB curriculum requires students to make projects in a learning unit as a substitute for exams. This learning strategy is also very suitable to be applied in inclusive classes where in class XI Social Science there are children with special needs and normal children who study together in one class with different competencies. Therefore, students who have good learning abilities will not be hampered by students who are weak in learning.

b. Expository Learning Strategy

Based on Sanjaya (2006:175) Expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students

with the intention that students can master the subject matter optimally. In this study the researcher found that the teacher used an expository learning strategy as a supporting strategy in class in learning activities. teachers usually use this learning strategy to explain complex learning material and are considered difficult to understand when using an inquiry learning strategy. The expository learning strategy is also commonly used by teachers to provide learning to students with special needs with autism classification after previously using the inquiry learning strategy and being accompanied by their respective accompanying teachers. According to Sanjaya (2006: 183) there are several steps in implementing the expository strategy, namely: preparation, presentation, connecting, concluding and application.

In carrying out learning using the expository learning strategy the teacher opens the lesson by greeting and asking about the mood of the students and providing motivational words before starting learning. After that the teacher will explain the learning objectives. The third is conveying the material and linking the material studied with students' personal experiences and the last is conveying conclusions.

Mulyono (2018:58) stated that there are several advantages and disadvantages possessed by this strategy, the advantages include: This strategy is quite effective for difficult and broad material, the teacher can control the order and breadth of learning material so that they can find out to what extent students understand the material provided, this strategy can used in large numbers of students. The disadvantages of this learning strategy include: it can only be done against students who have the ability to hear and listen well, it is impossible to serve the differences in the knowledge of each individual, a lot of material is given through lectures, it will be difficult to develop students' abilities in terms of socialization skills and critical thinking, the success of expository learning strategies is highly dependent to what the teacher

has and the last the opportunity to control students' understanding of learning material will be very limited.

2. **Teacher Challenges in teaching English at inclusive classroom**

In the implementation of inclusive education certainly will not escape the challenges that must be faced. Based on Puspitasari (2019: 41) There are several challenges that teachers experience when teaching in inclusive classes, namely: First, lack of teaching materials that support the material conveyed by the teacher in teaching and learning activities. Second, students are sometimes regularly influenced by the indiscipline of students with special needs. Third, discrimination occurs by regular students against students with special needs. Fourth, not all teachers have competent competence in teaching inclusive classes. Furthermore, the teacher experiences difficulties when in the class there are many children with special needs in conditioning the class and giving attention even though every child in the class, both regular and with special needs, deserves good attention. The last one is the government's lack of attention and concern for the implementation of inclusive schools.

The findings of this study indicate that there are several challenges faced by teachers in teaching English in inclusive classes that are relevant based on the opinion of Puspitasari, namely the challenges faced by teachers in conditioning students in class and the undisciplined attitude carried out by regular students in learning activities. Other challenges faced by teachers in providing English learning in class XI Social include students having difficulty understanding teacher instructions so that teacher have to repeat instructions several times as well as students with different backgrounds. The first challenge is the teacher difficulty in controlling children with special needs in class. Therefore, before starting the lesson the teacher always arranges student seats and directs children with special needs to sit in a place

that is close to the teacher reach and accompanied by companion teachers. This is done to make the classroom atmosphere conducive and comfortable for learning. The second challenge is when students cannot accept the instructions given by the teacher, the teacher has to repeat the instructions over and over again. In addition, different backgrounds are a challenge for teachers in determining the learning strategy to be chosen because the presence of the accompanying teacher really helps the teacher because at least the accompanying teacher can provide explanations to children with special needs for autism classification and teacher can focus on children with special needs with the classification of students with disabilities and regular students without forgetting autistic students. The last challenge is when dealing with students who are lazy and undisciplined because in SMA Al Firdaus Surakarta which is a school that implements an inclusive education system, the rules are looser than other schools which do not implement inclusive education in it and make students lazy. and not being disciplined in their learning activities as a result the English teacher often gives reprimands to students in a subtle tone and does not hurt students' feelings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on this research conducted on English teacher who teach in social classes including eleven at SMA Al Firdaus Surakarta, the researcher draws conclusions from the previous chapters that have been discussed. This study is related to the strategies used by teacher in providing English learning and the challenges faced by teacher when teaching English in classes that include eleven social classes at SMA Al Firdaus Surakarta in the academic year 2022/2023.

First, the strategy used by the teacher is the inquiry learning strategy as the main learning strategy and the expository learning strategy as a supporting learning strategy. The inquiry learning strategy is used as the main learning strategy because SMA Al Firdaus Surakarta has two curricula, namely the curriculum from the education office and the IB curriculum which is the curriculum IB in each unit must produce a project in which the project students will be used to take grades because at SMA Al Firdaus Surakarta there are no tests. The use of the inquiry strategy is considered appropriate by the teacher because it is able to make students think critically and make active use of it in learning activities. The expository learning strategy is used in providing complex material. The strategy used by the teacher to provide learning to regular students and students with special needs is no different other than the difference in the material provided and adapted to the competencies of students with special needs. In addition, sometimes teachers also combine inquiry and expository learning strategies

for students with special needs with autism classification and control autistic students who during student learning activities are assisted by their respective accompanying teachers.

Second, the challenges faced by English teachers when providing learning in class include: The teacher has difficulty controlling students in the class so they have to be assisted by a companion teacher, students have different backgrounds, the teacher must give instructions repeatedly to students, face students who are lazy and act undisciplined when learning takes place.

B. **Suggestion**

Based on the results of research and discussion that has been done in in this study, the researcher put forward several suggestions:

a. For School

Based on the results of the research where learning media in learning activities only use whiteboards and student telephones it will be better if the school provides learning media such as LCDs in the English study room so that learning activities can run more optimally. In addition, because this school is a school with an inclusive education system, it would be better if the teachers who teach at the school are teachers who have experience or are special experts in dealing with children with special needs so that they do not depend on accompanying class teachers in conditioning students with special needs.

b. For English Teacher

According to the findings of this study, teacher must create the latest learning methods so that students do not saturate in the learning process and improve the quality of education as well as preparing more and more varied learning media.

c. For the Next Researcher

Researchers hope that this research can provide an overview to other researchers with a similar study of teaching English at inclusive education. in this study there are still many aspect that the researcher has not been able to thoroughly examine, hopefully other researchers can investigate and dig deeper into some aspects of teaching English at inclusive education.

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APPENDICES

Apendix 1: Documentation at observation

First observation:

Figure 1. Photo when the teacher explains the material in class about tense

Figure 2. Students with special needs with autism classification are placed at the back during learning and are accompanied by an accompanying teacher

Figure 3. Students work on the questions given by the teacher after explaining the material.

Figure 4. English teacher monitor student with special needs and accompanying teacher.

Second observation

Figure 1. The English teacher when giving material and asking students to find out about the material provided

Figure 2. Students are given time to find out about the material being studied using books or cellphones.

Figure 3. The teacher when asking the findings that students get and triggers student knowledge.
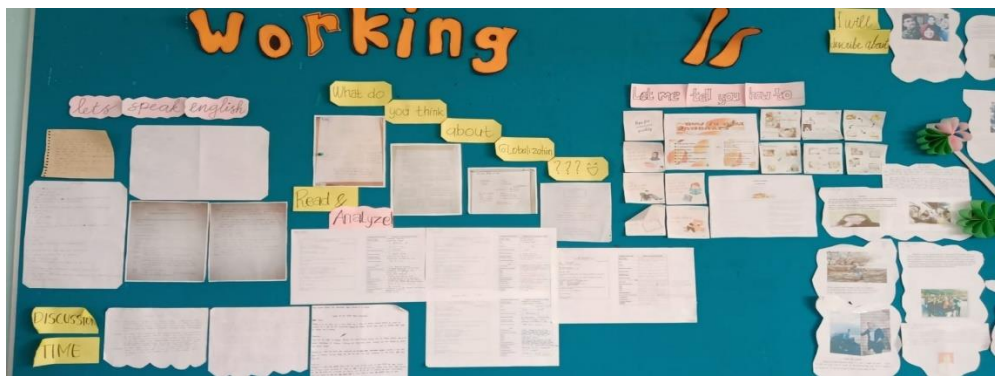

Figure 4. Examples of projects produced by students during learning activities are posted on the classroom wall.

Third Observation

Figure 1. When students are given time to understand the material being studied, they may use their cellphones to find other sources.

Figure 2. Teacher monitor students and ensure students do not experience difficulties in learning activities.

Figure 3. The teacher sparks student knowledge by asking questions about the material.

Figure 4. Researcher when conducting interviews with teacher.

APENDIX

TRASNSKRIP INTERVIEW

Researcher : How many children with special needs are there in class XI and what are the types?

Teacher : In class XI there are 5 children who fall into the classification of children with special needs, namely there are 3 children with autism and 2 children with disabilities

Researcher : What strategies do you use in providing English learning in inclusive classes?

Teacher : In providing lessons, I often use inquiry learning strategies because they are in accordance with the curriculum that we use. Because when I teach, I don't give material directly but I invite students to think critically about what will be learned. For example, I will instruct them to compare, understand, and analyse the learning material that we will study that day. I will actively provoke students' knowledge by asking questions that aim to make students more critical and active in learning activities. For certain learning materials which in my opinion are difficult if only using inquiry learning strategies, I will combine inquiry and expository learning strategies. At the beginning of giving learning, I will first explain the material in detail after that I will give time for students to solve problems so students can think critically and actively. Usually, I combine these two strategies for complex material such as grammar or tense.

Researcher : Why you choose these strategies?

Teacher : The reason I use strategy inquiry is because I want to create an active classroom atmosphere with critical students. Another reason why I use the inquiry learning strategy is because at this school we use two curricula, namely the curriculum from the department and the IB curriculum. In the IB curriculum there are no tests or exams so everything focuses on projects made by students. I directly use this strategy because I am in accordance with the existing curriculum in our school and with the needs of students. If I use the expository strategy because there is some material that will be difficult for students to grasp if I use the inquiry strategy. Materials that require explanation, such as tense, for example, I always use expository, but so far, I mostly use inquiry strategy.

Researcher : Do you use the same strategy in teaching English to regular students and students with special needs?

Teacher : I use the same strategy, of course I don't differentiate which strategy I use, it's just that I use a few modifications. I use the same strategy but with different material according to the competence of the students. For example, for regular students and students with special needs with disabilities, I equate their competencies and usually use one learning strategy, but for children with special needs with autism, I can combine inquiry and expository learning strategies at one time. After that, usually for children with special needs I use media that is more interesting and provides a lot of

motivation and appreciates what children with special needs have done. Apart from that, in my class I also use the same treatment, for example, if regular students come forward to present the results of the assignments they are working on, I will also invite children with special needs to come forward and present the results of the assignments they have made and which have been adapted to their respective competencies. even with the accompanying teacher.

Researcher : Is the material given to regular students the same as the material given to children with special needs?

Teacher : Depends on the child with special needs. For children with special needs with a disability classification, the material I provide is the same because 2 disabled children in terms of understanding the material or thinking are the same as ordinary children. But for autistic children, the material that I use is sometimes the same, it can also be different depending on the material and comprehension abilities they have. In learning English, autistic children in this class have the same thinking power as 2nd graders in elementary school, so they cannot follow all the learning materials. For example, when tense or grammar material for autistic students will be placed at the back accompanied by a companion teacher and the material provided is just writing vocabulary and reading simple vocabulary. The point is that the material given to autistic students will be

adjusted to the competencies they have, but for children with psychiatric disabilities, the material is the same as other students.

Researcher : Are students with needs not placed in other classes if there are learning materials they cannot follow?

Teacher : Even though sometimes the materials and projects provided are different, I still include children with special needs in class because I focus on learning together with other friends which is one of the definitions of inclusive education. Even though later in class when there is a difference in material, there is a companion teacher who really helps me in teaching. The accompanying teacher who is responsible for 3 children with autism classification while 2 children with physical disabilities are very able to follow the main lessons that I provide together with other regular students. yes maybe it's for children with special needs with a special classification I just repeat material, monitor students, help students when they have difficulties with projects for other things I leave it to the accompanying teacher.

Researcher : Do you always prepare and develop various strategies before teaching and learning activities for you? Can you mention step by step?

Teacher : It is very important to prepare everything before doing something, and teachers need to make the necessary preparations for learning activities so that they can achieve the learning objectives to be achieved based on the classification of students in class. The

learning objectives to be achieved are also different. For example, the learning objectives for regular students and mentally retarded students are not the same as the learning objectives to be achieved by autistic students. The first action is, of course, by making a lesson plan so that learning activities in class can be more focused. Next, I have to prepare the project that they will make by ensuring that the learning activities are carried out properly. Furthermore, for children with special needs with autism classification, I have to prepare learning aids. For example, I prepare pictures, videos and things that can add interest to them to want to learn

Researcher : What are the challenges in providing learning in an inclusive classroom?

Teacher : To challenge what I face, it's sometimes difficult to control children with special needs in the classroom which can have an impact on disrupting teaching and learning activities in class, then the next challenge is when students can't follow the instructions I give so I have to repeat these instructions over and over again, then I have to better understand students as an example of students who are suitable with the learning strategy that I use but others may not be able to follow the learning strategy that I use it becomes a challenge for me in choosing learning strategies. And the next challenge is because this school is a school where one of the

indications of successful learning is not only seen in terms of

academic students being lazy and having an undisciplined attitude.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA AL FIRDAUS
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Materi : Teks Interaksi Transaksional,
Meminta dan Memberi Saran dan Tawaran
Aspek : Speaking and Listening
Alokasi waktu : 8 x 45' (4 Meetings)

A. Kompetensi Inti (KI)
  1. Menghargai dan menghayati ajaran agama yang dianutnya.
  2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
  3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
  4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3. 1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai	1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan

dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	tawaran (C1) 2. Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi terkait saran dan tawaran(C3) 3. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait saran dan tawaran (C3)
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	1. Menyusun dialog saran dan tawaran secara berkelompok. (C6) 4. Mendemonstrasikan dialog terkait saran dan tawaran di depan kelas (C6)

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan pendekatan saintifik serta menggunakan metode diskusi dan tanya jawab, menyimak slide dan video melalui penerapan model Problem based learning, peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan tawaran.
2. Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi saran dan tawaran.
3. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait saran dan tawaran.
4. Menyusun dialog ungkapan saran dan tawaran secara berkelompok.
5. Peserta didik diharapkan secara berkelompok dapat mendemonstrasikan dialog saran dan tawaran didepan kelas dengan percaya diri.

D. Materi Pembelajaran

1. FungsiSosial

   Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

2. Struktur Teks

   - Memulai

   - Menanggapi (diharapkan/di luar dugaan)

3. Unsur Kebahasaan

   - Ungkapan yang menunjukkan saran dan tawaran, dengan modal should dan can.

   - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca.

4. Topik

   Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

E. Model Pembelajaran

   Model   : Inquiry

   Pendekatan : Scientific, TPACK

   Metode   : Group Discussion, Role Play

F. Kegiatan Pembelajaran Pertemuan 1

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
1. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelejaran dimulai.	5 Menit
2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi Contohnya: - Do you ever have a problem in your life?	5 Menit

	- What do you do when you get problem? - How to solve your problem? 2. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami. 3. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran. 4. Menyampaikan penilaian yang akan dilakukan pada saat kegiatan pembelajaran.	
3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari materi suggestion.	5 Menit
KEGIATAN INTI		
Orientasi Peserta didik pada masalah	1. Guru menampilkan slide power point dan sebuah video untuk mengarahkan peserta didik pada aktivitas dan materi pembelajaran diharapkan peserta didik dapat mengamati dengan baik.	20 Menit
Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
1. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa 5. sebelum pembelejaran dimulai.	5 Menit

2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi Contohnya: 2. Do you ever have a problem in your life? 3. What do you do when you get problem? 4. How to solve your problem? 5. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami. 6. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran. 7. Menyampaikan penilaian yang akan dilakukan pada saat kegiatan pembelajaran.	5 Menit
3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang 3. manfaat mempelajari materi suggestion.	5 Menit
KEGIATAN INTI		
Orientasi Peserta didik pada masalah	1. Guru menampilkan slide power point dan sebuah video untuk mengarahkan peserta didik pada aktivitas dan materi pembelajaran diharapkan peserta didik dapat mengamati dengan baik. https://youtu.be/Q2ZvO4o4Es8 2. Guru melakukan tanya jawab bersama siswa terkait teks yang disajikan dengan menghubungkan dengan video yang sudah ditayangkan: a. What is the talk about? b. What is the purpose of the text? 3. Peserta didik menganalisis terkait ungkapan- ungkapan saran dan tawaran dengan teliti dan cermat. 4. Guru juga memberikan kesempatan peserta didik untuk mempelajari kosakata terkait tema dan menirukan cara pelafalannya.	20 Menit

Mengorganisasikan Peserta Didik	1. Guru membagi peserta didik menjadi beberapa kelompok. 2. Guru membagikan LKPD kepada peserta didik. 3. Peserta didik menjawab pertanyaan yang terdapat dalam LKPD berdasarkan pengamatan dari video yang disimak. 4. Kemudian Guru memberi beberapa kartu berisi situasi sederhana terkait materi, tiap kelompok mendapat kartu yang berbeda- beda. 5. Peserta didik berdiskusi dengan kelompoknya terkait dengan kartu berisi situasi yang telah diberikan.	20 Menit
Membimbing penyelidikan individu dan kelompok	1. Dengan bimbingan guru, peserta didik membuat sebuah percakapan dengan kelompoknya untuk dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan memberi saran 2. Peserta didik memperoleh feedback dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.	20 Menit
KEGIATAN PENUTUP		
	1. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir. 2. Guru menyampaikan kegiatan pembelajaran berikutnya. 3. Guru menutup pelajaran dengan mengajak peserta didik berdoa agar materi yang dipelajari dapat bermanfaat.	15 Menit

Pertemuan 2

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
1. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelejaran dimulai.	5 Menit
2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi untuk mengulas materi yang sudah dipelajari pada pertemuan sebelumnya. 2. Menyampaikan kegiatan yang akan dilakukan pada saat kegiatan pembelajaran.	5 Menit
3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang implementasi materi suggestion pada kehidupan sehari-hari.	5 Menit

KEGIATAN INTI		
Mengembangkan dan Menyajikan Hasil Karya	1. Peserta didik bermain peran (role play) dengan memperagakan di depan kelas percakapan yang telah dibuat pada pertemuan selanjutnya. 2. Peserta didik memperoleh feedback dari guru dan teman tentang percakapan yang telah dipraktekkan di depan kelas. 3. Peserta didik menuliskan masalah yang sedang dihadapi diselembar kertas dan menukarnya dengan beberapa teman untuk kemudian saling memberikan saran mengenai masalah tersebut. 4. Peserta didik membacakan saran yang diberikan oleh teman-temannya dan memberikan respon atas saran tersebut. 5. Peserta didik berdiskusi dan mengungkapkan hal-hal yang sulit dan mudah dilakukan saat membuat ungkapan saran.	30Menit
Menganalisis dan Mengevaluasi Proses Pemecahan Masalah	Peserta didik bekerja sama dalam kelompok mengevaluasi penyelesaian masalah yang telah dilaksanakan, dengan mencoba untuk menyimpulkan fungsi sosial, struktur teks dari ungkapan memberikan saran.	10 Menit
KEGIATAN PENUTUP		
	1. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama. 2. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir. 3. Guru menyampaikan kegiatan pembelajaran berikutnya. 4. Guru menutup pelajaran dengan	15 Menit

	mengajak peserta didik berdoa agar materi yang dipelajari dapat bermanfaat	

Kegiatan Pembelajaran Pertemuan 1

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
1. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa 5. sebelum pembelejaran dimulai.	5 Menit
2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi Contohnya: a. Do you ever have a problem in your life? b. What do you do when you get problem? c. How to solve your problem? 2. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami. 3. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran. 4. Menyampaikan penilaian yang akan dilakukan pada saat kegiatan pembelajaran.	5 Menit
3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari materi suggestion.	5 Menit

KEGIATAN INTI		
Orientasi Peserta didik pada masalah	1. Guru menampilkan slide power point dan sebuah video untuk mengarahkan peserta didik pada aktivitas dan materi pembelajaran diharapkan peserta didik dapat mengamati dengan baik.	20 Menit
Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
1. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa 5. sebelum pembelejaran dimulai.	5 Menit
2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi Contohnya: a. Do you ever have a problem in your life? b. What do you do when you get problem? c. How to solve your problem? 2. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami. 3. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran. 4. Menyampaikan penilaian yang akan dilakukan pada saat kegiatan pembelajaran.	5 Menit

3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang 3. manfaat mempelajari materi suggestion.	5 Menit
KEGIATAN INTI		
Orientasi Peserta didik pada masalah	1. Guru menampilkan slide power point dan sebuah video untuk mengarahkan peserta didik pada aktivitas dan materi pembelajaran diharapkan peserta didik dapat mengamati dengan baik. https://youtu.be/Q2ZvO4o4Es8 2. Guru melakukan tanya jawab bersama siswa terkait teks yang disajikan dengan menghubungkan dengan video yang sudah ditayangkan: a. What is the talk about? b. What is the purpose of the text? 3. Peserta didik menganalisis terkait ungkapan- ungkapan saran dan tawaran dengan teliti dan cermat. 4. Guru juga memberikan kesempatan peserta didik untuk mempelajari 5. kosakata terkait tema dan menirukan cara pelafalannya.	20 Menit
Mengorganisasikan Peserta Didik	1. Guru membagi peserta didik menjadi beberapa kelompok. 2. Guru membagikan LKPD kepada peserta didik. 3. Peserta didik menjawab pertanyaan yang terdapat dalam LKPD berdasarkan pengamatan dari video yang disimak. 4. Kemudian Guru memberi beberapa kartu berisi situasi sederhana terkait materi, tiap kelompok mendapat kartu yang berbeda- beda. 5. Peserta didik berdiskusi dengan kelompoknya terkait dengan kartu berisi situasi yang telah diberikan.	20 Menit

Membimbing penyelidikan individu dan kelompok	1. Dengan bimbingan guru, peserta didik membuat sebuah percakapan dengan kelompoknya untuk dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan memberi saran 2. Peserta didik memperoleh feedback dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.	20 Menit
KEGIATAN PENUTUP		
	1. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama. 2. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir. 3. Guru menyampaikan kegiatan pembelajaran berikutnya. 4. Guru menutup pelajaran dengan mengajak peserta didik berdoa agar materi yang dipelajari dapat bermanfaat	15 Menit

Pertemuan 2

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
A. PENDAHULUAN		
2. Orientasi	1. Guru mengondisikan kesiapan peserta 2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam. 3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur. 4. Guru mengecek kehadiran siswa dengan memberikan pertanyaan atau mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelejaran dimulai.	5 Menit
2. Apersepsi	1. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi untuk mengulas materi yang sudah dipelajari pada pertemuan sebelumnya. 2. Menyampaikan kegiatan yang akan dilakukan pada saat kegiatan pembelajaran.	5 Menit
3. Motivasi	1. Guru memastikan peserta didik sudah menyiapkan alat tulis atau pembelajaran dengan lengkap. 2. Guru memberikan gambaran kepada peserta didik tentang implementasi materi suggestion pada kehidupan sehari-hari.	5 Menit
KEGIATAN INTI		

Mengembangkan dan Menyajikan Hasil Karya	6. Peserta didik bermain peran (role play) dengan memperagakan di depan kelas percakapan yang telah dibuat pada pertemuan selanjutnya. 7. Peserta didik memperoleh feedback dari guru dan teman tentang percakapan yang telah dipraktekkan di depan kelas. 8. Peserta didik menuliskan masalah yang sedang dihadapi diselembar kertas dan menukarnya dengan beberapa teman untuk kemudian saling memberikan saran mengenai masalah tersebut. 9. Peserta didik membacakan saran yang diberikan oleh teman-temannya dan memberikan respon atas saran tersebut. 10. Peserta didik berdiskusi dan mengungkapkan hal-hal yang sulit dan mudah dilakukan saat membuat ungkapan saran.	30Menit
Menganalisis dan Mengevaluasi Proses Pemecahan Masalah	Peserta didik bekerja sama dalam kelompok mengevaluasi penyelesaian masalah yang telah dilaksanakan, dengan mencoba untuk menyimpulkan fungsi sosial, struktur teks dari ungkapan memberikan saran.	10 Menit
KEGIATAN PENUTUP		
	5. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama. 6. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir. 7. Guru menyampaikan kegiatan pembelajaran berikutnya. 8. Guru menutup pelajaran dengan	15 Menit

	mengajak peserta didik berdoa agar materi yang dipelajari dapat bermanfaat	

Pertemuan 3: *Quiz, Exercise*

Pertemuan 4: *Summative*

B. Media/Alat, Bahan, dan Sumber Belajar
1. Media/alat: PPT, Audio Visual, Laptop, Spidol, Papan Tulis
2. Sumber: Bahan ajar, LKPD, Kamus, Internet, Handbook

C. Penilaian
1. Penilaian Sikap
   a. Teknik Penilaian   :
   b. Bentuk Penilaian   : Penilaian diri/sejawat
   c. Format Penilaian   : Jurnal
2. Penilaian Pengetahuan
   a. Teknik Penilaian   : Formative, Summative (tes tulis)
   b. Bentuk penilaian   : Pengamatan, Problem based
   c. Instrumen   : Terlampir
3. Penilaian Ketrampilan
   a. Teknik Penilaian   : Tes tulis
   b. Bentuk   : Unjuk Kerja

Mengetahui   Sukoharjo, Januari 2022
Kepala Sekolah,   Guru Mata Pelajaran

Muslimin, S.Pd.   Cica Nur Hayati, S.Pd.
NIK. 153.01   NIK.

Lampiran

MATERI AJAR

1. PPT :
https://docs.google.com/presentation/d/1u63enPQJs5DV4eedByFUSyHcSVXm
UMBNwfsSyOl 6zRM/edit?usp=sharing

2. Video: https://youtu.be/Q2ZvO4o4Es8

3. Quiz:
https://quizizz.com/admin/quiz/5d818f1bc7c50f001a248dc4/asking-for-
and-giving- suggestion

4. LKPD

  1. Analisis Video

    1. Look at the video!

    2. Please identify the contents of the video.

    3. Answer the questions below What did you get from this video! How is "Suggestion" use for? When we use "Suggestions"? Find the expression of suggestion!

    Contoh Pengamatan

No	The questions	Response
1.	What did you get from this video	

  2. Create a dialogue with your group and
    present it to the class! Situation :

- Lost his motorcycle
- Find wallet on the road
- Get toothache
- The class is messy
- Pollution on the way

  3. Asking and giving suggestion based on your own problems.

    1. Take a piece of paper

    2. Write on the paper about a problem you have now (and ask for your friend's suggestion/ advice)

    3. Exchange your paper with another student next tou you.

4. Now, each student writes a suggestion/advice/recommendation of your friend 's problem on another piece of paper.
5. Use the expressions of offering suggestion/advice/recommendation you have learned.
6. Give response to your friend's suggestion/advice/recommendation written on your paper.

4. What have you learn from this material?

PENILAIAN

A. Penilaian Sikap

Jurnal Penilaian Sikap Spiritual dan sosial

N0	TANGGAL	NAMA PESERTA DIDIK	CATATAN PERILAKU	BUTIR SIKAP	TINDAK LANJUT

B. PENILAIAN PENGETAHUAN

Kometensi Dasar	Indikator Pencapaian Kompetensi	Nomor soal	Level Kognitif	Soal	Kunci Jawaban	Skor
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks Interaksi Transaksional lisan dan tulis Yang Melibatkan Tindakan memberi dan Meminta Informasi terkait saran, sesuai dengan Konteks penggunaannya. (Perhatikan Unsur Kebahasaan should, can)	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan Unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran 3.1.2 Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi terkait Saran 3.1.3 Menerapkan struktur teks dan Unsur	1	C1			

	kebahasaan					

	ungkapan memberi dan meminta informasi terkait saran					

Rumus Perhitungan Nilai: Jumlah skor perolehan siswa x 100 (Skor Maksimal)

C. PENILAIAN KETRAMPILAN

Lembar Observasi Unjuk Kerja

1. Rubrik Penilaian Percakapan

Kriteria/Aspe k	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciatio n)	Lafal dapat dipahami meskipun dengan aksentertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harussangat fokus dan kadang- kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehinggatida k dapat dimengerti
Tata Bahasa	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak berpengaruhterha da p art	Banyak terjadi kekeliruantat a bahasa yang mempengaru hi arti dan sering kali menyusun ulang kalimat percakapan	Tata bahasa sangat buruksehing g a percakapan sangat sulit dipahami

Kriteria/Aspe k	Skor 4	Skor 3	Skor 2	Skor 1
Kosakata (Vocabulary)	Kadang-kadang pelafalantida k tepat dan mengharuska n penjelasan	Sering tidak menggunakankosa k ata yang tidak tepat sehingga dialognya	Menggunaka n kosakata yang salah sehingga tidakdapat dipahami	Kosakata sangat terbatas sehingga tidak memungkin k an terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitanbahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam sehingga dialog tidak tercipta