TEACHING STRATEGIES IN TEACHING ENGLISH AT INCLUSIVE

CLASSROOM OF AL FIRDAUS JUNIOR HIGH SCHOOL SUKOHARJO

ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirement for the degree of Under Graduate

in English Language Education Study Program

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
S U R A K A R T A

By:

SITI ROHMATULLAILI

SRN. 196121130

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF

SURAKARTA

2023

ADVISOR'S SHEET

Subject : Thesis of Siti Rohmatullaili
SRN : 196121130

To:
Dean of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr.Wb

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

Name : Siti Rohmatullaili

SRN : 196121130

Tittle : Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Academic Year 2022/2023.

Has already fulfilled the requirements to be presented before the board of examiner (Munaqosyah) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Sukoharjo, 20 June 2023
Advisor

Wildan Mahir Muttaqin, M.A.TESL.
NIP. 198604272019031008

i

RATIFICATION

This is to certify the undergraduate thesis entitled *"Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Sukoharjo Academic Year 2022/2023"* by Siti Rohmatullaili has been approved by the board of thesis Examiners as the requirements for the Undergraduate Degree in English Language Education Study Program.

Chairman : **Irwan Rohardiyanto, M.Hum** ( )
NIP. 198401172015031002

Secretary : **Wildan Mahir Muttaqin, M.A.TESL.** ( )
NIP. 198604272019031008

Main Examiner : **Maria Wulandari, M.Pd** ( )
NIP. 1989051820170122145

Sukoharjo, 20 June 2023

Approved by Dean,

Faculty of Cultures and Languages

Prof. Dr. Toto Suharto, S.Ag. M.Ag
NIP. 197104031998031005

ii

DEDICATION

Alhamdulillahirabbil 'alamiin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. My Beloved Parents, Sister and Brother who always give their support, motivation to me and always give their great praying, suggestion and spirit to make me arrange this thesis.
2. My Beloved friends since high school who always give me support.
3. My Beloved college friends who always accompaniying me and give me support.
4. Almamater UIN Raden Mas Said Surakarta.

MOTTO

اِنَّ اللهَ لَا يُخْلِفُ الْمِيْعَادَ

Indeed, Allah does not fail in His Promise **(Q.S. Ali Imran: 9)**

Be patient, even if every possibility seems closed. **-Rumi-**

What's meant for you will never miss you, and what missed you was never

meant for you **-Ali-**

PRONOUNCEMENT

Name   : Siti Rohmatullaili

SRN   :196121130

Study Program   : English Language Education

Faculty   : Cultures and Languages

I here by sincerely state that the thesis titled **"Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Sukoharjo Academic Year 2022/2023"** is my real masterpiece. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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, 20 June 2023

Stated by,

Siti Rohmatullaili
SRN. 196121130

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgement, God all mighty, for all blessing and mercies so the researcher was able to finish this thesis entitled ”Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Sukoharjo in Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag, M.Pd., as the Rector of the Raden Mas Said State Islamic University in Surakarta.

2. Prof. Dr. Toto Suharto, S.Ag. M.Ag. as the Dean of Cultures and Langages Faculty.

3. Elen Inderasari, S.Pd., M.Pd as the head of Language Department.

4. Wildan Mahir Muttaqin, M.A. TESL, as the head of english language education study program and also as a the advisor who gave me a lot of suggestion, advice, and instructions on how to wrote the thesis peroperly and correctly.

TABLE OF CONTENTS

LIST OF APPENDICES

ABSTRACT

Siti Rohmatullaili. 2023. "Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Sukoharjo Academic Year 2022/2023". Thesis. English Language Education, Cultures And Languages Faculty.

Advisor   : Wildan Mahir Muttaqin, M.A.TESL.

The aimed of this study was to analyze the strategies used by teacher's in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo Academic year 2022/2023. To identify what the teacher strategies was applied in teaching English at inclusive class; the researcher formulated the problem statements into: (1) What are the strategies used by the teacher in teaching English at inclusive classroom? and (2) What are the problems and the solutions faced by the teacher in teaching English at inclusive classroom?

This study applied descriptive qualitative approach. The subject of this research is teacher who teach English in Al Firdaus Grade ninth. The techniques of collecting the data were observation, interview, and documentation. The data were analyzed by data condensation, data display, and conclusion drawing/verification.

The result of this study revealed that (1) English teacher at inclusive applied 2 strategies when teaching English, those are active learning strategy and cooperative learning strategy. (2) Problems faced by teacher are the difficulties in deciding the learning materials and control students mood. To solving the problem that teacher faced in teaching English are, teacher sharing with shadow teacher about students ability and their goals in learning also the teacher should read a lot of references.

Keywords   : Teaching strategy, Teaching English, Inclusive Classroom.

CHAPTER I

INTRODUCTION

This chapter is an introduction of the research which describes why the researcher chooses this topic. The basic topic of the researcher presents background of the study, identification of the problem, limitation of the problem, problem statement, objective of the study, benefit of the study and definition of the key term.

A. **Background of the Study**

Indonesia regulates inclusive education in Permendiknas No 70, (2009) state that on Inclusive Education "Inclusive education is a system of education that provides opportunities for all learners who have abnormalities and have the potential of intelligence and or special talents to follow education or learning in an educational environment together with learners in general". Inclusive school is a public school that provides inclusive education for all students with special needs by implementing a system of inclusive education adapted to the needs of the students (Garnida 2015). According to Kusumastuti (2014), state that inclusive school is school that is implementing inclusive education to accommodate all children regardless of physical condition, intellectual, social, emotional, linguistic or other conditions. Refers to explanation above it is expected that Inclusive school is a friendly school whereas regular students and students with special needs have the same opportunities to learning in same class or school without any discrimination and there is no gap between them.

Furthermore Murawski (2005); Stainback (1990) they state that, Inclusive education is derived from the philosophical standpoint that all students (without exception) have the same rights to education and the fulfilment of their particularities in terms of learning. In the social context, inclusive education is also beneficial to avoid any discrimination against students with special needs. Basically, inclusive education is based on the principals that all students without exception have an equal right to an education and the opportunity to pursue their unique learning interest. In social setting, inclusive education helps prevent prejudice against students with special needs (Hidayah and Morganna 2019).

In education, teaching strategies is the most important part especially at inclusive classroom because the students achievement is the measurement of the students comprehension. In teaching and learning process teachers should have their own strategy to achieve the goals of learning because teachers strategy is the most important things in the teaching and learning process. In order to organize the class, the teaching strategies for English skills should be adjusted to each skill in order to achieve the expected results. As a teachers choosing and instructing the best strategies that can suitable for students it can be more difficult especially at inclusive classroom. Teaching at inclusive class is more difficult because the strategy that teachers used is not only for the regular students but also method that can suitable for students with special needs too. According to

Michael Pressley, learning strategies are a category of cognitive processes that are essential to performing activities related to teaching and learning.

According to Schunk (2012) state that Learning is a process of behaviour change that is able to last long enough or to behave in a certain way in a capacity, which results from practice of other forms of experience. Through the process of learning, one can acquire and alter knowledge, skills, strategies, beliefs, attitudes, and behaviours. A teacher's role in the learning process is important in the classroom. The teachers has a duty to support, mentor, and give their students appropriate resources during the teaching and learning process. A teacher must be able to design classes, supervise efficient learning, and assess students fairly. The attention of the teachers plays a very important role in the improvement and understanding of the students on the importance of learning, both during the process and after the learning (Wijayanti 2018). This attention can be in verbal or non verbal form, which can be given directly or indirectly. Moreover, giving understanding to the students can be done by the teacher by providing explanations to the students (Barlenti 2017).

Teaching English as a language has many different features. A teacher does not only teach and pay attention to student's language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages students to have enthuasism, good attitude, and motivation towards English (Songbatumis 2017). Furthermore, teachers have to understand what students learn, how and why such learning influences

them, how lessons could be beneficial for them in the future (Derakhsan 2015). Refers to Songbatumis and Derakhsan that as a teacher is not only just about teaching and deliver the material clearly but also assist the students to have enthusiasm in learning process and must comprehend what students learn.

English has become the global language for over decades (Dudeney 2010). English is not our first language but in this era we must mastered it well because, English becomes an international language that makes big influence for the whole aspect especially in education. English is one of the most crucial course in formal education. As all we know, English is the most important instrument in the age of globalization. Being the language of worldwide communication, it has the ability to bring individuals connecting from various country and building the relationship.

As a foreign language, teaching English is not always running well so teachers must strengthen their abilities and employ the best technique and strategies to facilitate students in the teaching and learning process. As a professional teacher, teaching strategies is one of the most important steps which is needed by the teacher to teach in a classroom (Hidayatullah 2021). Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo 2012). In a specific learning environment that is comprised of the design, variety, and organization of activities that can

impart learning abilities to students, and the teaching methods are chosen to offer learning content to students.

Based on the result of preliminary observation grade nine at Al Firdaus Junior High School, there are students with special needs. The researcher interested doing research at grade 9th because, grade 9th is the highest class in Junior High School whereas the students has mastered English quite well then grade 7 and 8. While there are students with special needs have an great ability. There are 2 class with 16 students in every class, whereas in every class there are 4 students with special needs (autism and slow learners) and the others are regular students. In that class some students with special needs have mastered English well and was get high achievement. After knowing that, the researcher is interested to conduct study research entitled: "An Analysis Teachers Strategies in Teaching English Grade 9th At Inclusive Classroom of Al Firdaus Junior High School Sukoharjo Academic Years 2022/2023".

The first, based on the research who was conducted by Rima Dewi Puspitasari, entitled "An Analysis of Teachers Strategies in Teaching English at Inclusive Classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019" She conducted the research that the teacher taught through the use of variety and differentiation in teaching at inclusive classroom. From that research, strategy that teachers use while teaching process is explain the material loudly, clearly, and slowly. The teachers also

arrange the students seating because he thinks regular students can helped students with special needs in teaching and learning process.

The second, research is conducted by Nurhalim (2020) entitled Teacher's Strategies in Teaching English for Mentally Disabled Students. He found that the strategies implemented by the English teacher to teach mentally disabled students have been optimal by means of an individual learning. the teacher provides guidance to students based on their abilities or levels of mentally disabled students. Teaching strategies undertaken such as in English language learning, lesson plan, learning methods, instructional media and the role of the teacher are very important for the development learning of mentally disabled students, because they have limitation in accepting learning, these problems come when learning something. When learning, the teacher explains the concepts, describes and must know how each student that has a different to understanding the material delivered by the teacher towards learning English. The similarity of his research and this research are both talking about teacher's strategies in teaching English.

The third, was conducted by Baraka Michael Mwakyeja entitle Teaching Students with Visual Impairments in Inclusive Classrooms. The research employed qualitative research and case study method. This research focused on the way general teachers teach students with visual impairments in inclusive classrooms and the problems facing them. The findings revealed that general teachers have little knowledge about inclusive education and how it should be practiced not only for students with visual

impairments but for all students with special needs. The knowledge about inclusion and teaching in inclusive classrooms is highly needed among general teachers to practice inclusive teaching for students with visual impairments in a professional manner. Preparation of teaching resources, like audio and tactile materials, reading braille writings, and instructing students with visual impairments the proper ways of using their visual devices, is said to be the role of a special needs teacher. The similarity of this previous research and the research are the way general teachers teach students with visual impairments in inclusive classrooms and the problem faced by the teacher in teaching in inclusive classroom.

B. Identification of the Problems

Based on the background above, the research identifies some problems as follow:

1. There is lack of attention by teachers in teaching English in inclusive classroom.

2. There is a poor strategies by teachers in teaching English in inclusive classroom.

C. Limitation of the Problems

In this study, the researcher will focus on teacher's strategies in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo Academic Years 2022/2023. The researcher limited the problems on an analysis of Teacher's Strategies. Teacher's strategies in teaching English at inclusive classroom of Al Firdaus Sukoharjo. There are three activities in

teaching and learning process opening, main activity, and closing. The researchers limits this study in analyzing the main activity. Then, analyzed the problem and the solutions faced by the teacher in teaching English Lesson. The Subject for this study is Mr. D as a English Teacher who teach 9th grade students at Al Firdaus Junior High School of Sukoharjo.

D. Formulation of the Problems

Based on the limitation of the study above, the problem can be formulated as written bellow:

1. What are the strategies used by the teacher in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo Academic years 2022/2023?

2. What are the problems and the solutions faced by the teacher in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo Academic Years 2022/2023?

E. Objectives of the Study

The aims of the study are:

1. To find out teacher's strategies in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo.

2. To identify the problems and solutions faced by the English teacher in teaching English at inclusive classroom.

F. Benefits of the Study

The benefit of the study in this research are as follows:

1. Theoretically

   The finding of this research will give new insight and information that related to the teachers problems in teaching at inclusive classroom.

2. Practicially

   a. For the Student

      The researcher hope that the students will motivated, enjoy and interest to learn English.

   b. For the Teacher

      The result of the study will be usefull for teachers who teach English in inclusive classroom, the teacher develop the strategies in teaching especially in English.

   c. For other researcher

      This study is intended to be one of the references for future researchers conducting research in English teaching and learning for students with special needs in inclusive school setting.

G. Definition of Key Terms

By knowing the key term, it makes avoid understanding. There are many key terms that are related to this researcher such as:

1. Teaching Strategies

    Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo 2012).

2. Teaching English

    Teaching English means passing on a teacher's ability and comprehension of the English language owned by a teacher to his students (Rajagopalan 2019).

3. Inclusive Classroom

    Inclusive Classroom are warm and welcoming environments that create and respect diversity (Webster 2014).

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is reviewing some related theories, which will be useful for establishing the framework underlying this study. The topics to be discussed are: (1) Teaching Strategies, (2) Teaching English, (3) Inclusive School.

A. Theoretical Review

1. Strategy

a. Definition of Teachers Strategies

Teachers Strategies is some method or tools that teachers use to provided their teaching activities. In education, strategy can be defined as a plan method or sequence of related to achieve a specific goals. According to Aswan (2010) the teacher have to applied the strategy to balance between the method which the teachers used and the way of teachers used to applied the material. Refers to Aswan, for achieving goals in teaching and learning process, teachers must have a plan and methods of instructing the strategies for teaching. that strategies are specific methods of approaching a problem or task modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2007).

According to the theories above about instruction and strategies, an instructional strategy is a method of solving a problem or task that is carefully planned in order to achieve the learning objectives.

b. Definition of Teaching Strategy

According to (Issac 2010) state teaching strategies is a generalized plan for a lesson which includes instructional objective, structure and an outline of planned methods, necessary to implement the strategies. A teaching strategy is a method or technique used by teachers to assist students in their learning process. The teacher will select the most appropriate teaching strategy based on the topic being studied, the learner's level of expertise and the stage in the educational journey. Instructional strategies are methods used to help students learn the desired course content and increase their ability to achieve future goals.

There are various perceptions in defining teaching strategy. Based on (Majid Abdul 2016), teaching strategy is a plan of activities in learning that are structed to achieve the goal of learning. According to (Sanjaya 2007) said, teaching strategy can be translated as each activity that selected to help the students to reach certain learning objectives. The last but not least, teaching strategy is an action plan (series of activities) including the use of methods and the use of various resources in learning (Sanjaya 2006). Based on experts above we can conclude that, the term of teaching strategy refers to teaching plans and strategies that teacher utilizes and implements in the classroom, while this strategy can change based

on the learning process occurs in the class in order to achieve learning objectives.

In general, there are many different types of teaching strategies that can be used. Teacher Centered Learning (TCL) and Students Centered Learning (SCL) are the most discussed teaching strategies in the educational world. When applied to the teaching and learning process, both have advantages and disadvantages. According to (Ardian & Munadi, n.d., 2015), Teacher Centered Learning (TCL) tends to act in one direction, such as the teacher providing material. Because the students only listen, this teaching strategy makes them passive. As a result, students creativity suffers. On the other hand, the teacher must select a teaching strategy that will entice each student to participate actively in the learning experience. Students Centered Learning (SCL) is one of the alternative teaching strategies that encourages each student's active participation. From the description above we can conclude that, every types of teachers strategies have their own advantages and disadvantages, both of the strategies is great and it can help teachers to achieve the learning goals well if the teachers can choose the strategies properly based on what the situation students needs.

c. Components of Teaching Strategy

Based on (Hamruni, 2009) there are components of teaching strategy include:

1. Teacher, teacher is the most important factor. The role of curriculum that occurs should be followed by the teacher when planning strategies in the teaching learning process.

2. Students, students are the component that participates in the teaching learning process in order to develop their potential and achieve the goal of the teaching learning process.

3. Purpose, is the basic decision that is made when selecting strategies, materials, media, and evaluation.

4. The source of material, Suharmi in (Hamruni, 2009) says that the source of the material is the content of components in teaching learning process.

5. Teaching learning process, in selecting the teaching strategy required to formulate component of teaching learning process that is related to teaching learning process standard.

6. Method, a method is a technique used to achieve a specific goals of study.

7. Evaluation, the component of evaluation known as evaluation has the function of determining the purpose of the study that has been determined.

8. The environmental situation refers to the situation and physical condition (such as climate, school, the located of school, etc).

As stated in the statement above, the components of a teaching strategy are the teacher, the students, the purpose, the material, the teaching learning process, the method, the evaluation, and the environment. If one element is missing, the teaching strategy will not work efficiently.

d. Function of Teaching Strategy

According to Cox, (2012) states that here are five basic functions teaching strategies to deliver an effective lesson plan. These characteristic are applicable to any grade level.

1) Have an Objective

Having an objective for your lesson is important not only for you to understand why you are teaching the lesson, but also for the students to understand why they need to learn why you are teaching them. Consider what you want your students to know and what they will take away from your lesson as you plan your lesson. If possible, provide real-world examples.

2) Model Your Expectations

Keep in mind to teach and model as your lesson expectations.

3) Actively Engage Students

Children learn by doing rather than hearing. Engage your students in the lesson by involving them in hands-on activities. To enhance your lesson, use cooperative learning techniques or technology such as an application or a whiteboard. Keep their minds, you will notice that it will assist you in meeting your lesson objectives.

4) Be mobile

While students are busy applying the skills you have taught them, you must be mobile and move around the classroom to ensure that all students are doing what they are supposed to be doing. Take this time to answer any question, gently remind children who may be off task and scan the classroom to ensure everything is going as planned. To ensure that you are meeting your goal, ask how and why questions.

5) Compliment Positive Behaviour and Hard Work

Compliment a student who is paying attention, working hard, and doing what they are supposed to be doing to meet your goal. Make certain that all students see you doing this so that they understand why you are pleased and in turn, try to meet your lesson objective in a positive way.

e. **Types of Teaching Strategies**

There are various teaching strategies that can be used during the language teaching process. According to Wehrli & Nyquist, n.d., (2003) described the following teaching strategies.

1) Brainstorming

Brainstorming is a process for generating a large number of ideas/options in which opinion is a certain number of ideas have been generated. According to Alex Obsorn, brainstorming is a tool for maximizing a group's creativity in problem solving. It is a conference technique in which a group attempts to solve a specific problem by gathering all of its members ideas spontaneously.

Furthermore, brainstorming has the various advantages: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creating synergy; (c) promoting critical thinking; and (d) assisting groups in reaching consensus. However, there are some disadvantages to brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to "group think".

2) Small-group Discussion

       Small-group discussion is exchanging points of view while working through a problem solving process. (Srinivasan et al. 2007) explained that in this teaching strategy process, the group focuses on creative problem solving with some advance preparation.

       There are some advantages in small-group discussion; (a) actively involves students and stimulates peer group learning; (b) exploring and building pre-existing knowledge; (c) facilitates exchange of ideas; (d) promotes critical thinking skills. On the other hand, there has some disadvantages too; (a) difficult to ensure students; (b) frustrating for the students who have different levels of knowledge and skills.

3) Demonstration

       Demonstration is the act of performing an activity so that learners can see how it is done in order to prepare them to apply theory in practice. Furthermore, the demonstration strategy entails the teacher demonstrating to students how to do something (Adekoya 2011).

       The benefits of this strategy are; (a) assisting those who learn well by modelling others; (b) promoting self-confidence; (c) allowing for targeted questions and answers;

and (d) allowing attention to focused on specific details rather than general theories. This strategy also have the disadvantages, it may not be appropriate for the different learning rates of the participants.

4) Games

 Games are used to incorporate competition, participation, drills, and feedback into the learning experience. Carefully planned uses of games in the classroom (for example, to practice specific verbs, tenses, questions, locatives, and so on) add some interest to the classroom (Brown 2000).

 The advantages of games are; (a) adding and renewing motivation; (b) providing a challenge that can lead to confidence in knowing and expressing the material; (c) creating a "fun" learning environment. And the disadvantages of games include; (a) the creation of in-group/out-group feelings; (b) the demotivation of students who are not naturally competitive; (c) the creation of feelings of inadequancy in those who are not as skilled or forceful; and (d) the discouragement of creativity.

5) Independent Study

 Independent study is a teaching strategy that is used to boost and complement other instructional activities.

Independent study is also defined by (Alberta Learning. 2002) as an individualized learning experience that allows students to choose a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to demonstrate what has been learned.

Independent study has the following benefits; (a) it fosters independent learning skills; (b) it allows learners to progress at their own pace; and (c) it enhances other learning experiences. Beside that, there is also has the disadvantages, it may be difficult to identify materials.

f. Types of teaching strategies for inclusive classroom

There are various teaching strategies that can be used during the teaching and learning process in the English Foreign Language (EFL) Inclusive Classroom. According to Tichá, Abery, and Johnstone (2019) in Hidayah and Morganna (2019) described the following teaching strategies such as:

a. Active Learning Strategy

Active learning is a teaching method that involves and encourages learners to participate as active participants in the learning environment (Prince 2004). What is important in active learning is focusing on developing students abilities rather than simply pouring knowledge into their heads (Hyun, Ediger, and Lee 2017). This strategy benefited

teachers and students because it allowed both sides to receive feedback from learning. From the explanation above we can conclude that to get the active learning process teachers should involve students by asking their opinion about the material.

The benefit of this strategy is all of students (regular and inclusive) can learn together in the same class and the teachers make students as a centered learning, where as their opinion and their action in the class can make the fun active learning. Students with special needs participated fully in learning activities with no sense of discriminations (Hidayah and Morganna 2019).

According to (Jumatul Hidayah and Ruly Morganna 2019) they conclude that active learning have a step:

1. Creating a learning environment based on identifying students strengths and weaknesses.

2. Establishing the way that pupils understand the learning objectives.

3. Adjusting the learning environment to the students abilities.

4. Providing learning processes that are well-managed in terms of time.

With that step from the strategy, we can conclude that the teachers collaborated with other students to accommodate the educational requirements of those with special needs.

b. Peer-tutoring strategy

Peer-tutoring is a teaching strategy in which students serve as classroom strategy in which students represent as tutors, students may work on academic, social, behavioural, functional, or even social skills in pairs (Kapil and Malini 2016). Whereas every students work in pairs (weaker and stronger) to improve their skills. The main goals of this strategy is to help all students learn by providing peer (classmate) support. Peer-tutoring strategy was created to accommodate academic diversity in general education classrooms and can be used with all students. (Fuchs et al. 1997).

According to (Jumatul Hidayah and Ruly Morganna 2019) There's procedures to conduct this strategy:

1. Constructing clear learning objectives.

2. Managing students pair-work activity optimally.

3. Properly planning the stages of pair-work activity.

4. Monitoring the implementation of pair-work activity.

5. Constantly assessing the ongoing pair-work activity.

c. Cooperative learning strategy

Cooperative learning is a type of instructional strategy in which teachers divide students into small groups then collaborate to help one another learn academic material (Slavin 2011). By encouraging students to collaborate, the cooperative learning method has been implemented to reduce competiveness in the learning environment (Johnson and Johnson 2009). Students organize themselves and collaborate to maximize their own and each other's learning during cooperative learning. This strategy is based on the assumption that students benefit from one another's skills and knowledge, and that they are all working toward the same goal of completing learning tasks.

According to Hidayah & Morganna (2019), there was the step of cooperative learning strategy:

1. Leading students to collaborate in groups.

2. Describing the objectives of group-work activity.

3. Allowing students time to discuss their ideas and knowledge.

4. Encouraging students to think critically during a group project.

d. Direct instruction strategy

Direct instruction (DI) is a systematic approach to teaching in which the teacher is very explicit about what students are to learn, the language of instruction clear, and allows teachers have the opportunity to monitor and provide constructive feedback to their students while teaching (Engelmann 2005). According to Tichá et al. (2019) "Direct instruction represents a highly structured approach to learning based upon behavioural principles, with an emphasis on high levels of academically engaged time, corrective feedback and learning to mastery through the use of small-group in instruction". From the explanation above we can conclude that direct instruction is teaching process which the teacher techniques is very explicit to teach.

According to (Hidayah and Morganna 2019) there was the step of direct instruction strategy:

1. Providing relevant information about what is to be learned.

2. Currently providing explanations and modelling the learning practice.

3. Encouraging students to practice independently.

2. Teaching English

a. English as a Foreign Language

English is a foreign language that it is taught in school. Although in Indonesia English does not play an essential role in social life but we must learn and mastered it well because English is an International Language that can help us to communicate and interact with people in others countries.

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence; therefore, the government has recommended that English become a compulsory subject in secondary schools (Nurkamto 2003). Furthermore, Lie (2007) also argues that "the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools" (p.2). lie (2007) also stated that there has been a tendency in several big cities in Indonesia to teach English starting from the lower grades of primary schools and even from kindergarten.

The aim of teaching English in schools is based in the decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution on the system of National Education that the final goal of the English subject at the schools is

to enable the students to be proficient in English in the globalization era (Rachmajanti 2008). Meanwhile, (Nurkamto 2003) asserts that "the aim of the teaching English in the schools has been to develop the students' communicative competence that would help the students in their university education". Based on the description above, as a teachers we must able to develop our students English skill until be proficient and communicative to make students can facing the world in this globalization era.

Even though English was not introduced to Indonesian society as a second language, mist of Indonesian believe it is the most important other language. For internal development purposes, Indonesia must be able to develop English language that allows learners to advance in education and science, global trade, and academic advancement.

b. English Four Skills

Language educators have long used the four basic language skills concepts: Listening, Speaking, Reading, and Writing. These four language skills are referred to as "macro-skills" by some. In contrast, "micro-skills" include things like grammar, vocabulary, pronunciation, and spelling. Here the definition of For English Skills by (Aydoğan and Akbarov 2014):

1) Listening

In the oral mode, the receptive skill is listening comprehension. When we talk about listening, we really mean listening is a comprehending what we hear.

2) Speaking

In the oral mode, speaking is the most productive skill. It, like the other skills, is more difficult than it appears at first and entails more than simply pronouncing words.

3) Reading

Reading is the written mode's receptive skill. Reading, in particular, can help build vocabulary, which aids later stages of listening comprehension.

4) Writing

In the written mode, writing is the productive skill. It is too more complicated than it appears at first, and it frequently appears to be the most difficult of the skills, even for native speakers of a language, because it involves not only a graphic representation of speech, but also the development and presentation of thoughts in a structured way.

Based on definitions above, every skills have their characteristic and correlation between each others.

c. Problems and Solutions Faced by Teacher in Teaching English

When the teaching and learning process is taking place. There are times when teacher faced the problems in process of delivering the material presented. Problems is a condition that can cause implementation to be disrupted and not carried out properly. Furthermore, Hebron, J., & Humphrey (2014) state that there are many problems faced by the teacher while teaching disabilities students with lack of intellectual:

1) Difficult to explain the material, as a teacher should be creative and come up with their own methods of assisting students in class with teaching material. Teacher should be able to decide the appropriate material for them. To be able create a proper material for students with special needs teacher must communicate it with shadow teacher.

2) No training to teach, to deal with the students with special needs the teacher must have variety approaches to handle them. It cannot be done without enough background knowledge on such students. A teacher must study and train in order to instruct students.

3) Lack of source to teach, as a teacher especially teaching in inclusive classroom should read a lot of resources about inclusive class especially design setting that allow teacher come out with a better idea and method to teach that students.

4) Control students mood, most of students with special needs are emotionally unstable. They tend to easily going through a good mood then change to be bad mood. That condition will make the class atmosphere and environment bad for the students themselves

Furthermore Daniella (2015) states that teachers must be aware of the various learning styles of students with special needs and how they affect a person's ability to learn. Teachers who help students comprehend and explore differences contribute to the development of an educational environment that builds emphaty for all individuals. It would be tough for a teacher who did not receive sufficient training and instruction on how to handle and teach them properly.

Besides the problems that teacher faced while teaching at inclusive classroom, teacher also have the solution to solved the problem that they faced. According to Hebron, J., & Humphrey (2014) the solution of teacher to solve the problems are:

1) Sharing with shadow teacher, it aims to achieve the learning goals students with special needs.

2) Study from many publication or journal or references in video about teaching and learning at inclusive classroom.

3. **Inclusive**

    a. **Inclusive education**

    Inclusive education is an educational model that allows students with special needs to learn alongside regular students in the same classroom (Aini Mahabbati. 2010). According to UNESCO (2005) stated that inclusive education is an approach to adapting educational structures and other learning environments to meet the needs of a diverse range of learners. Inclusion focuses opportunities for individuals with disabilities (physical, social, and emotional) to participate equally in regular education when possible, but leaves open the possibility of individual choices and possibilities for special aid and accomodation for those who need and want it (Rasmitadila & Tambunan, 2018). Refers to the definitions by expert above that inclusive education is an educational system that allowed students with special needs to learn in the same classroom and gets the same opportunities with regular students, but it is possible to students with special needs need shadow teachers to help them.

    In 1997, the Salamanca statement was ratified. Indonesia began implementing an inclusive education program from 1998 to 2001 by conducting inclusive education trials in several areas of Yogyakarta Province. In order to strengthen its implementation, the regulation of the Minister of National Education of the Republic of Indonesia, Number 70 in 2009, speaks about inclusive education for students

with special needs who have the potential for intelligence and or students with special talents.

"Inclusive education is a system of education that provides opportunities for all learners who have abnormalities and have the potential of intelligence and/or special talents to follow education or learning in an educational environment together with learners in general (Permendiknas No 70, 2009)".

According to (Garnida 2015), inclusive education in Indonesia is organized for the following purposes:

1) providing a broad education that is appropriate to students needs.

2) Accelerating the program of compulsory basic education.

3) There is no such thing as a stay or drop out to improve educational quality.

4) Developing an educational system that values diversity and eliminated discrimination in learning.

5) Complying the instruction of the 1945 constitution, especially article 32 paragraph 1 that said "every citizen has to receive the right education", and paragraph 2 which said, "every citizen must follow that basic education and the government's obligation to finance it".

6) Inclusive school

Inclusive school is one that provides inclusive education for all students with special needs by providing facilities, insfrastructure, and instructional media adapted to the needs of the students (Garnida 2015). Inclusive school is a friendly school because one of the characteristic of a friendly school is when the educational environment, such as teachers and students, work together to reduce the barriers that children face at school. This means that all children can learn, and all children are unique and uniqueness is a source of strength. As a result, the quality of the learning process must be improved through collaboration among students, teacher, parents and the community.

In many ways, inclusive schools have differences with other types of schools. They share the same facilities and insfratucture, such as classrooms, teachers' rooms, libraries, school health centers, places of worship, toilets, and science laboratories or practice rooms, but the difference between inclusive and regular school is a counselling room, therapy room, and source teaching media room for students with special needs. Furthermore, while most schools do not. They must adapt to the needs of all students, including those with deficiencies, weaknesses, and limitations (Garnida 2015).

b. Profile of Inclusive School Al Firdaus

Al Firdaus was established since March 17th, 1997 starting from the Islamic preschool, based in Surakarta, Central Java. It was continuing the journey by establishing elementary school and high school. For its values in management and curriculum, this institution has combined the frameworks of Islam, Indonesia, and International. Al Firdaus hopes that the outcome of its education will be an Islamic Global Citizen who is strong in affective, cognitive, and psychomotor aspects. The international values in Al Firdaus is built in three excellencies: the nature, culture, and language of the local wisdom of Indonesia.

International education framework that was applied in Al Firdaus is International Baccalaureate (IB) since academic years 2018/2019. This framework still have correlation between national curriculum because the material still using from the government. Al Firdaus choose IB as a framework because the concept of that framework is suitable with the education concept in Al Firdaus whereas focus on Islamic, Indonesia, and International values.

This institution have vision and mission to get the best results in education. The vision of Al Firdaus is "The high quality, innovative and adaptive Islamic Educational Institution, based

on the Quran and Hadits (the Islamic holy books). The missions are:

1. Provide teaching activities of high quality with Islamic values, innovative and adaptive, formally and informally.

2. Develop competent and Islamic human resources.

3. Research and development in enhancing the education quality.

Motto:

"Image of Islamic Education Innovation"

It means: Education developed by Al Firdaus is education that besides being based on Islamic and Indonesian values, is also able to open its orientation to scientific and technological advances in order to create a modern global civilization that is religious in other words an education system that is spiritually Islamic but empirical knowledge. Educational development is carried out using a multidisciplinary approach that views a problem from various perspective and disciplines (comprehensive in nature).

"Educating Without Discrimination"

It means: Al Firdaus implements an inclusive education system that is non-discriminatory and respects the diversity students. This concept views that every child has the uniqueness and potential of each that has the right to be optimized without

discrimination. This education system is expected to foster

empathy and respect for students towards each other.

From the text above, educating without discrimination is Al Firdaus respects and give same treats to all of students, regular and special needs. Also believe that every students have their own potential and skills, and Al Firdaus give they same opportunities between regular students and students with special needs to achieve their goals.

There was inclusive education program in Al Firdaus such as:

1. Early detection growth and development

2. Individual Curriculum

3. Enrichment and Remedy

4. Pull out

5. Parents Meeting

6. Shadow Teacher

7. Outing Class

8. Life Skill

Having an open minded and receptive of diversity they encounter is one of an Islamic Global Citizen's beneficial traits (inclusive mindedness). Al Firdaus strives to develop an inclusive educational system that is non-discriminatory and respects the diversity of students. This idea holds that every child has the potential for growth and individuality, and they should all be treated

equally. Al Firdaus dedicated to adopting inclusive education includes educating pupils in tahfidz Qur'an and fostering their hobbies, abilities and potential.

In this study, researchers found that schools provide shadow teachers to help children with special needs who also help teachers in the learning process. in classroom observations, researchers found 2 shadow teachers where each teacher has 2 children with special needs who must be accompanied. There are miss D and Mr. E.

B. Previous Related Studies

In this section, the paper mentions previous studies done by other researchers that are related to the focus of this study, which is teachers' strategies in teaching English to students. In order to strengthen this thesis, the researcher looked through the following previous studies.

The first is previous study in journal conducted by Ruly (2019) with the title is "Fulfilling the Needs of Diverse Students: Teaching Strategies for EFL Inclusive Classroom". This study aimed at investigating teaching strategies and their implementation in English Foreign Language (EFL) inclusive classrooms at one of the Junior High Schools in Curup Bengkulu, Indonesia. This study was conducted in a qualitative way. Interview and observation were deployed as the techniques of collecting data. Teachers used four different teaching strategies, including active learning, peer tutoring, cooperative learning, and direct instruction.

The second is previous study conducted by (Pujihastuti 2019) with the title "Teacher's Instructional Strategy in Teaching English to Student with Autism at an Inclusive School". The aimed of this study is to investigate the implementation of teaching English to students with autism in an inclusive school. This study is being carried out at SMP Lazuardi Kamila Global Islamic School (GIS) in Surakarta academic year of 2018/2019. The descriptive case study of the English teacher and the guidance teacher at SMP Lazuardi Kamila GIS in Surakarta was used for this research. The techniques used for the data collection include observation, interviews with teachers, and analysis of teaching documents such as individual education programs and individual education plans. Miles and Huberman's (1994) interactive model was used to analyze the data.

The third is previous study conducted by Indah (2019) with the title is "Teaching Strategies by English Teachers in Inclusive Classes at SMP Permata Hati Purwokerto". The study's purpose was to describe and analyze English instruction in inclusive classes at SMP Permata Hati Purwokerto. Contextual teaching and learning strategies which can include the cognitive, psychomotor, and affective domains were used by teacher. This study used qualitative approach and interviews, observation, and documentation were used as data collection techniques.

The fourth is previous study in journal conducted by Mots'elisi, Moeketsi, and Sechaba (2019) with the title is "A Socially Inclusive

Teaching Strategy for Fourth Grade English (second) Language Learners in a South African School". This study aimed to demonstrates how a socially inclusive teaching strategy is used to enchance the teaching of reading in a second additional language to Grade 4 learners. The data was generated and analyzed using the principles of the free attitude interview technique and critical discourse analysis. The study was guided by a socially inclusive teaching strategy based on participatory action research. Socially inclusive teaching strategy significantly improved reading comprehension of English text and it can help the improvement of learning and teaching materials.

The fifth is previous study conducted by Yulia (2022) the tittle is "An Analysis of Teachers Strategies in Teaching English by Using E-Learning in Covid-19 Pandemic Situation at Vocational High School 1 Teluk Kuantan". The aim of this study was to explore teacher's strategies for teaching English using E-Learning during Covid-19 pandemic. The study used a qualitative research with interview method. The teacher's strategy used a student-centered learning and teacher-centered learning approach with small group discussion.

The researcher shows the difference and similarity from several previous study in the table below:

Table 1.1 Previous Related Studies

NO	Previous Study	Similarity	Difference
1.	Jumatul Hidayah and Ruly Morganna (2019). *Fulfilling the Needs of Diverse Students: Teaching Strategies for EFL Inclusive Classrooms*	The study have similarity in the focuses of teaching strategies at inclusive classroom.	The difference between this study and their study is this study only focuses on analyzed teaching strategies, whereas their study is to investigates teaching strategies and their implementation.
2.	Aulia Pujihastuti (2019). *Teachers Instructional Strategy in Teachinf English to Student with Autism at an Inclusive School*	The similarity between this study and previous study is that both used qualitative methods.	The difference between this study and her study is this study only focuses on analyzed teaching strategies, whereas her study is to investigates the implementation.
3.	Indah Agusti (2019). *English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto*	The similarity between this study and previous study is that both used qualitative methods.	The difference between this study and her study is placed of this study is at Al Firdaus Junior High School and focuses on teaching strategies,

			whereas her study focuses on English Instruction at SMP Permata Hati Purwokerto.
4.	Mots'elisi, Moeketsi, and Sechaba (2019). *A Socially Inclusive Teaching Strategy for Fourth Grade English (Second) Language Learners in a South African School*	This study and their study have similarities in the strategy analysis of English teachers.	The difference of this study with their study is this study to analyzed the strategies that teachers used, whereas their studies is to demonstrates how socially inclusive teaching strategy.
5.	Yulia Indrajid (2022). *An Analysis of Teachers Strategies in Teaching English by Using E-Learning in Covid-19 Pandemic Situation at Vocational High School 1 Teluk Kuantan*	This study and her study have similarities in the analysis of teachers strategy of English teaching.	The difference of this study with her study is this study analyzed the teacher strategy in a classroom, whereas her study analyzed teacher strategy in a online learning.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

According to Creswell, 2014. Explains that research design are the specific procedure involved in the research process: data collection, data analysis, and report writing. It means that to conduct some research we need to following the some process and procedure. In this research, the researcher will employ Descriptive Qualitative approach. According to (John W. Creswell and J. David Creswell 2018) Qualitative Research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data's meaning. The structure of the final written report is adaptable. Those who engage in this type of inquiry advocate for a research approach that values an inductive approach, a focus on individual meaning, and the importance of reporting the complexities of a situation.

The data for this study was collected naturally by observing the teacher strategies used in teaching English at the Inclusive Classroom Grade 9th of Al Firdaus Junior High School academic year 2022/2023. This study will be conducted an interview with this school's English teacher. The researcher serves as both an observe and an interviewer. The details are been anakyzed and presented in the form of a description.

B. **Research Setting**

1. **The Place of the Research**

This research was carried out in Al Firdaus Junior High School, which is located in Jl. Al Kautsar, Mendungan, Dusun IV RT.3 / RW.5 Pabelan, Kec. Kartasura, Kab. Sukoharjo Prov. Jawa Tengah 57169. It has three grades; seventh, eighth, and ninth. This school is an inclusive school, which means that regular students and students with special needs are in the same class without any discrimination.

2. **The Time of the Research**

Time is an important element of any research design and here the researcher conduct the research started in November 2022 until April 2023. Here is time table of the research.

Table 2.1 Research Schedule

NO	Activity	Month							
		Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.	Pre-research	▓							
2.	Writing Proposal		▓	▓	▓				
3.	Seminar Proposal					▓			
4.	Revising Proposal					▓			
5.	Collecting Data					▓	▓		
6.	Analyzing data						▓	▓	
7.	Consulting and writing the research report							▓	
8.	Doing thesis examination								▓

C. Research Subject

The English Teacher in the Ninth Grade at Al Firdaus Junior High School Sukoharjo for the academic year 2022/2023 is the subject of this study. The researcher limits the research on the teacher's strategy in teaching English to the ninth grade at Al Firdaus Junior High School Sukoharjo. The ninth grade has two classes with 16 students in each class, and there are three to four students with special needs (slow learner and autism).

D. Data and Source of the Data

1. Data

   In this research, the data would be in the form of qualitative descriptive. The data for this study are transcripts of in-depth interviews with English teachers, result of observation and documentation regarding teaching strategies used by teacher in handling inclusive classroom. The researcher examined the English teaching and learning process as taught by teachers in the ninth grade at Al Firdaus Junior High School. Direct observation and interviews were used to examine the teacher strategies. In addition, observation became the primary source of information for answering the research question. As a result, the research was able to determine what strategies the teacher used to teach English in an inclusive classroom.

2. Source of Data

   According to Arikunto, (2010) defines data source as the subject from which data is obtained and collected for research purposes. Data acquisition can be clearly identified for subsequent data processing. The data in this study are descriptive qualitative in nature, consisting of transcripts from in-depth interviews with English teachers, observations, and documentation. This study collects data sources related to how English teachers teach English in the inclusive classroom of Al Firdaus Junior High School Sukoharjo. The source data include events, informants, and documents.

1. Events

   Events are an accumulating of activities that take place during the research process. Events also include activities related to the teaching and learning processes. Researchers can obtain more accurate information by observing behaviour, events, and activities in relation to something that occurs (sutopo 2006). In this research, the events that observed were teaching process at the ninth grade of Al Firdaus Junior High School Sukoharjo.

2. Informant

   Informant is a person who gives information about something, for example in doing research. The teacher as 'key informants' to be interviewed. The teacher who teach English at ninth grade.

3. Document

   According to Sutopo (2002) documents is the written material that related with certain event or activities. Documents about people or groups of people, events, or events in social situations are highly valuable in qualitative research (A. Muri Yusuf 2014). Document are the source of the data that supply the data in the form of words, pictures, or symbols. Document that used was the supportive data in this research included lesson plan, and pictures.

E. Research Instrument

According to Yin, (2011), a research instrument is as a tool for data collection. A research instrument can be in the form of facilities used by researcher to collect data accurately, thoroughly, efficiently and simply for analysis. This study employs an instrument to determine how are the strategies used by English teachers in teaching English. The main instrument of this research was the researcher herself. Based on (Ary et al., 2010:424), "in qualitative studies, the human investigator is the primary instruments for the gathering and analyzing of data". In this research, the researcher using an observation and interview because the researcher was not involved in the teaching and learning process. Observation is the researcher came to observing the place and activities research object (Sugiyono 2015). It means to gained the data, researcher watching the phenomena and describing about the behaviour of subject in natural setting. According to (Ary et al., 2010:438), interview are used to collect data from people in their own words about their opinions, beliefs, and feelings about situation. Interview in research have 3 types, structured interview, unstructured interview, and semi-structured interview. In this research the researcher will using semi structured interview because the researcher make a list of question that will be asked to the interviewer and the researcher can ask additional question to complete the topic.

F. Techniques of Collecting the Data

Data collection techniques is a research procedure to receive the final result that covers the steps from data collection to data analysis to research. According to Creswell (2018), in qualitative research data collection techniques are classified into three groups: observation, interview, and documentation. To collect the data, data source of this research are:

1. Observation

According to Ary et al., (2010:431) Observation, is a primary technique for gathering data in qualitative research to describe the setting (where is the time and placed research conducted), behaviours (the manner of conducting oneself), and interactions (2 people or more communicate with each others). Observation is when the researcher takes fields notes on the behaviour and activities of individuals at the research site (Cresswell 2009). Observations rely on narrative or words and the goals is to comprehend complect interactions in natural setting or environments. In this technique to collect the data, the researcher has the direct experience to join in the class when the teachers teaching. So the researcher can collect the information as it occurs in natural setting, and it possible to find the difficulties in the teaching and learning process.

2. Interviews

According to Ary et al., (2010) The interview is one of the most common and fundamental methods for gathering qualitative data. Interviews are used to collect data from people in their own words about their opinions, beliefs, and feelings about various situations. They are used to understand people's experiences and the meaning they make of them rather that to test hypotheses. Interviews can provide information that observation cannot be used to validate observations. Interview have various types, there's the types of interview by (Ary et al. 2010):

1. Structured interview

Structured interview is scheduled for the specific purpose of getting certain information from the subject. Questions was planned before and questions for every respondent is the same and the list question is generally cannot be answered with limited word responses.

2. Unstructured interview

Unstructured interview is a conversation with a purposes and the questions is not clearly planned in detail ahead of time, it means the researcher asks questions spontaneously and the responses of the interviewer to decide on the next question.

3. Semi structured interview

Semi or partially structured interviews are a mix of the two (hybrid) of structured and unstructured interviews. It used a list of questions, similar to the structured type, but also allows the interviewer to ask additional questions to further explore the topic.

From the explanation above, the researcher will conduct Semi-Structured Interview whereas the researcher make a list of the questions and the additional questions to the English teacher and the question will be developed based on the teacher responses.

3. Documents

Documents is refer to a wide range of written, physical, and visual materials, including what other authors may refer to as artifacts (Ary et al. 2010). According to Sugiyono (2015), Document is a past record, it can be in form of letter, picture, text, script, or masterpiece. During the process of research, the researcher may collect written and non-written documents such as; the written documents are (1) lesson plan (2) syllabus. And for non-written documents are (1) photographs (2) images (3) video.

In this techniques to collect the documents have some advantages:

a. Allows a researcher to obtain the language and words of participants.

b. An uninterrupted view source of information that can be accessed at a time convenient to the researcher.

c. Represents data that participants have paid attention to.

d. As written evidence, it saves a researcher the time and expense of transcribing.

G. Trustworthiness of the Data

This discussion, the researcher focuses to ensure the accuracy and credibility of their findings and the researcher use triangulation. According to Cresswell & Miller, (2000) One of the strengths of qualitative research is its ability to determine whether the findings are correct from the perspective of the researcher, the participant, or the readers of an account. There are four types of triangulation; triangulation by sources, triangulation by using method, triangulation by using investigators, and triangulation by using theories (Denzim in David, 2010:14). The explanation of every types will be presented below:

1. Triangulation by sources is the collection and use of many data sources in a study, encompassed by time, place, and people. Using resources tp triangulate means that the researcher will compare and check the trustworthiness of information found in observations with data from interviews and compare it with the related document.

2. Triangulation by method implies that the researcher will check the credibility of the research data and data resources by employing several data collecting approaches and analyzing them using the same method.

3. Triangulation by using investigator refers to the use of more than one investigator, interviewer, observer, research, or data analyst. The researcher will use investigator triangulation to recheck the trustworthiness of his data using his own or another researcher's study.

4. Triangulation by theories is the employment of numerous theories or hypotheses when investigating a situation or event. The final triangulation approaches employing theory. It is a method of assessing data by identifying a standard of comparison from an analysis explanation as supporting data in order to provide valid proof of a research outcome.

In this study, the researcher employs the triangulation method. It was accomplished by comparing data obtained from observations made throughout the teaching and learning process, data obtained from interviews, and data collected from relevant documents. In order to validate the data, the researcher observes the teacher's strategy for teaching English in an inclusive classroom, as well as the problems that occur. The researcher also compared them to information from interviews and documents from the same sources.

H. Techniques of Analyzing the Data

Data analysis is the process of processing the data collected by the researcher. According to Miles et al., (2014) Analyzing the data can be defined as three current that passes of activity data reduction, data display and conclusion drawing or verification. of activity. In this research, the

researcher use (Miles et al. 2014) theory in analyzing the data, so there are three steps to do, they are:

1. Data condensation

    Refers to the process of choosing, focusing, simplifying, abstracting, and or transforming data from the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles et al. 2014). this step is a type of analysis in which data is sharpened, sorted, focused, discarded and organized the data for drawing verifying "final" conclusions.

2. Data display

    Generally, display is a well-organized condensed collection of information that allows for conclusion drawing and action. the data display is a description of the data.

3. Conclusion drawing and verification

    Conclusion drawing and verification is the final step in analyzing the data, which involves the researcher interpreting and drawing meaning from the displayed data (Miles et al. 2014). The conclusion drawing is a process begins after the data has been collected by a drawing temporary conclusion. In other words, the conclusion is continuously analyzed and the validity is verified in order to obtain the perfect conclusion.

To make the description above clearly, here's the components of Data Analysis: Interactive model by (Miles & Huberman, 2014)

Display 1.1

```
   ┌──────────┐                    ┌──────────┐
   │   Data   │ ─────────────────► │   Data   │
   │Collection│          ╲    ╱    │ Display  │
   └──────────┘           ╲  ╱     └──────────┘
        ▲                  ╳             ▲
        │                 ╱  ╲           │
        ▼               ╱      ╲         ▼
   ┌──────────┐                    ┌──────────────┐
   │   Data   │ ◄───────────────►  │ Conclusions: │
   │Condensation│                  │drawing/verifying│
   └──────────┘                    └──────────────┘
```
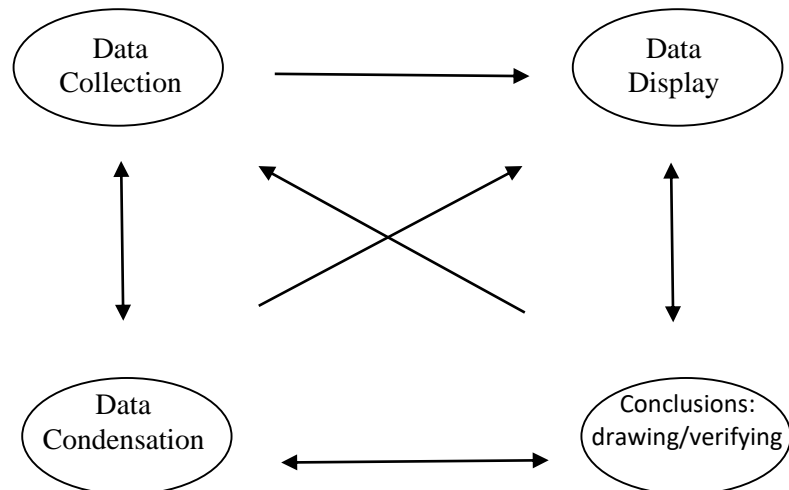
Source: (Miles & Huberman, 2014) Qualitative data analysis: An Expanded sourcebook (2nd ed). Thousand Oaks, CA: Sage Publications.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher showed and discussed data based on the theory described in chapter II. The aim of this study is to analyzed problem statements from English teaching strategies in an inclusive classroom at Al Firdaus Junior High School. First, the researcher describes what the problems and solution faced by teacher in teaching English at inclusive classroom of Al Firdaus. Second, the researcher describe what strategies that teacher applied in teaching at inclusive classroom of Al Firdaus. The subjects of this research was Mr. Catur Danang, M.Pd. as the teacher of Al Firdaus Junior High School who teaches in the ninth grade students. The research findings based on data collected by the researcher, namely observation and interview with the English teacher of Al Firdaus Junior High School.

A. **Research Findings**

1. **Teaching strategies in teaching English at inclusive Classroom of Al Firdaus Junior High School Sukoharjo in Academic year 2022/2023.**

   Teaching and learning process especially for inclusive classroom is the teachers must have a strategy that is used to achieve the expected learning outcomes. There are various strategies that teachers can do to teach, according to Tichá et al. (2019) there are 4 strategies that can used by teacher such as Active Learning Strategy, Peer Tutoring Strategy, Cooperative Learning Strategy, and Direct Instruction Strategy.

a. **Active Learning Strategy**

Active learning strategy is an educational strategy that emphasizes students activeness (Moh. Uzer Usman 2006). This strategy can take many different forms and be implemented in any discipline. Students usually engage in activities based on writing, discussing, problem solving, or reflection. In teaching and learning process that was conducted in a class, the researchers found that teacher always asked to students about what's their opinion about something and the students developed the question with their various answers. Not only questions and answer activities, they also discussed together to solve the materials problem that they faced.

Furthermore, in active and learning strategies there are several steps, such as the teacher can creating fun learning environment, determining students understanding, adjusting students abilities, and well-managed in time. Based on observation that was conducted, teacher doing all steps in active learning, teacher not only deliver the material but teacher also make sure that all of the students understand about the materials. Here's the first observation that was conducted on 28 March 2023.

Observation

The teaching and learning process was carried out on 28 March 2023. There were 16 students who join in the class. The lesson was started at 10.30 WIB and finished at 11.20

WIB. This meeting was carried out in the classroom. The material taught was about Narrative Text.

a) Opening

The teacher started the lesson by greeting and asking how the students are doing. In addition, the teacher thanked to the students for coming in the class on time. Then before starting the class teacher pointed one student to lead pray together in front of class. After praying together the teacher check their attendance and asked the students to prepare all learning tools.

b) Main Activity

The teacher started material of Narrative Text and showing the material through PPT that was connected in screen projector in front of class. The first slide is, title about the material for today and teacher asked to students "what they know about narrative text?" then teacher explained the meaning and the structure. Then second slide is the teacher gave example, first picture "Tangkuban Parahu" and asked to the students "do you know what is the picture?" students answered. Then teacher showed narrative text about "Tangkuban Perahu" and gave the students print out that story. Teacher gave 5 minutes to read that story. Then teacher asked "what

do you think about that story?". Next, students pay attention when the teacher explained clearly about the story. After explained the story teacher asked students to make a group instead 4 people and teacher mixed students, 3 regular students and 1 students with special needs. Teacher gave them text about "Kebo Iwa" and students discussed with their group to finished the exercise.

c) Closing

Before finished the class the teacher asked students to completed the task at home and tomorrow Mr. D will checked the task and asked every group to explain the final result of the discussed in front of class. Then Mr. D closed the lesson by saying salam.

As describe from the observations above, we can see that the teacher engages in a variety of activities that lead to active learning strategies, there is a question and answer session and then discussed together. In this strategy, students are the centered learning. The teacher should choose the strategies to make the students interest, enjoy, and easily understand the materials. In teaching and learning process, basically defines the points and the students construct those points. Teacher just explain the point of the material then asked

students to make some example of the material and discussed it together.

The researcher also conducted the interview with Mr. D to add the information. Mr. D highlighted in the interview that the strategies used refers to an active learning strategy.

Based on the interview with Mr. D, he said that:

"Strategi yang saya gunakan mengarah ke Active Learning Strategy mba, karena lebih kearah student centered learning. Jadi saya hanya menjelaskan poin dan pattern untuk mengconstruct pola berpikir anak secara constructive juga terkadang saya membagi anak menjadi beberapa kelompok untuk menyelesaikan tugas dari saya". (interviewed with Mr. D, 5 April 2023).

b. **Peer Tutoring Strategy**

Peer tutoring strategy is a teaching strategy in which students take on the role of the tutors (Kapil and Malini 2016). In this strategy students work in pairs to improve their skills, it means in this strategy teacher just as a facilitator because students is good at helps each other students in the same grade level. In implementing this strategy, there are procedures that must be carried out. Those procedures are, to conduct this strategy, teacher should construct the material clearly, pair-work activity optimally, planning the stage,

monitoring the implementation, and assessing ongoing pair-work activity.

A review of the observations in the classroom, the researchers have done in the class, the researchers did not see the teacher using this strategy. The teacher rarely used this strategy because it can be not effective because the weakness of the peer tutor method is that students who are helped are often less serious because they are dealing with their own friends, so the results are less satisfying. Which is where the researchers found the teacher not performing the educational stages that refer to peer tutoring strategy.

c. **Cooperative Learning Strategy**

Cooperative learning is an effective teaching technique in which small groups of students with various levels of ability use a variety of learning activities to increase student learning experiences (Arra, C., Antonio, M., & Antonio 2011). This strategy assumes that students benefit from one another's abilities and knowledge, they are all working toward the same objective of complementing learning assignments. This strategy has several procedures that must be done in order to be a good strategy. Those procedures in this strategy such as, leading student to collaborate in groups, describing group-work activity, allowing students discuss, and encouraging students think critically.

Based on the procedures described above, when conducting the research, researcher found that the teacher had carried out all steps in the cooperative learning process. When in the learning process teacher asked students to form a group that consist 4 students, sometimes it should be mixed 3 regular students and 1 students with special needs. The aimed of formation of the group is to allowing students to think critically also let the students disscussed together to doing and finished the task. The observation that was conducted in the class will be presented below:

Observation

The teaching and learning process was carried out on 5 April 2023. There were 15 students who came to the class. The lesson started at 10.32 WIB and finished at 11.20 WIB. Meeting was carried out in classroom. The material was about the project of report text.

a) Opening

Teacher started the lesson by saying salam and greeting also asking how the students condition. In addition, the teacher also say thanked to students who come in a class on time. Then teacher pointed 1 students to be lead in praying together. After that teacher checked the attendance. Before started the meeting Mr. D gave some motivation.

b) Main Activity

Mr. D asked students to every group make a circle and gave instruction to students about the project. Teacher gave some example, he showed some poster and there is some report text. Teacher explained about the project and example clearly. Then the project is, Mr. D asked to every group make a some poster and they should discussed and wrote report text based on poster. Teacher gave 30 minute to finished the project. After students finished their project, teacher asked every group to come forward and explained what they got. Teacher gave 5 minutes to explain the discussion result.

c) Closing

Before closing the meeting, Mr. D gave feedback about today's meeting. Teacher gave students motivation and reminded to always study more about English. Then Mr. D closed the meeting by saying hamdalah together and salam "Wassalamualaikum Wr Wb, have a great day all and happy fasting!".

From the description of observation above, the teacher have taken steps that lead to cooperative learning strategy, where is the teacher collaborate students in a group to achieve learning objectives.

Besides the observation that was conducted the researcher also did the interview with Mr. D to add the information. From the interview, Mr. D stated that during the learning process that requires the formation of a group, the group is not always mixed between regular students and students with special needs because it aims to provide space for students to explore more. It also depends on the type of project that will be given.

Based on the interview with Mr. D, he said that:

"Iya di mix, harus di mix tetapi tidak selalu di mix. Tujuan dari di mix itu sendiri agar anak regular dan berkebutuhan bisa berkomunikasi dengan baik. Tetapi kadang tidak di mix itu tergantung dari materi dan tugas yang diberikan juga untuk memberi ruang bagi anak baik regular atau berkebutuhan untuk explore lebih". (Interviewed with Mr. D, 5th April 2023)

d. **Direct Instruction Strategy**

Direct instruction is highly structured and teacher-centered and it also entails the direct transfer of knowledge from the teacher to the students, with the teacher doing the most of the talking (Hayati, Afriani, and Akbarjono 2021). Direct Instruction differentiates itself from other kinds of instruction by emphasizing well-developed and carefully prepared lessons centered on modest

learning increments and clearly defined and prescribed teaching tasks (Tichá et al. 2019).

This strategy emphasizes learning where the teacher has an active role in the process of teaching and learning activities. Direct Instruction has a learning strategy in which the teacher must present material related to the content to be studied, can demonstrate learning strategies, and encourage students to practice independently.

During the observation, the researcher did not see the teacher using this strategy, but during the interview with Mr. D researcher found that sometimes he used this strategy. If the teacher neeed individually scores for students in the inclusive classroom itself, teachers sometimes employ this strategy to acquire personalised scores and ensure that students can mastered the learning material well. He stated that:

> *"Terkadang saya juga menggunakan direct instruction mba, itu bertujuan untuk mendapat nilai individual siswa juga dapat mengukur pemahaman dari siswa tersebut". (Interviewed with Mr. D, 5th April 2023)*

2. **Teacher's Problems and Solutions in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Academic Year 2022/2023.**

The researcher did interview to get the data. In this research, the researcher conducted the interview in one time on 5th April 2023. The researcher took Mr. D as the informant of this research, the teacher had several problems in implementing the strategies in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo. The following are the problems:

1) **Teacher's Problems in Teaching English**

    a. **Difficult to Explain the Material**

    The ninth grade students of Al Firdaus Junior High School consist of 16 students, but four of them are students with special needs. Teaching at inclusive class have their own problems, for the first one is about the learning materials. Teacher should have know what students with special needs ability, to can decide what material that suitable for them. It was in line with the teacher statement.

    Teacher statement:

    > *"Awalnya dulu cukup sulit ya mbak Laili ya, karena mengajar yang regular saja juga tidak mudah apalagi yang inklusi. Kesulitannya adalah menentukan topik berdasarkan kemampuan dan*

minatnya, ……". (Interviewed with Mr. D, 5ᵗʰ April 2023).

From that statement above, Mr. Datang stated that it is quite difficult to determine learning materials in the classroom, especially in inclusive classroom. Which is when determining topics must also be considered based on the abilities and interest of students.

b.   No Training to Teach

It means there is no provision for teachers who teach in inclusive classrooms if they do not receive teacher training. Because to teach in an inclusive class requires sufficient knowledge about the class. Which is very different from the regular class, it becomes a difficulty faced by teachers so that training is needed by teachers.

Due to the lack of training for all teachers, the teachers method of completing classroom learning to operate efficiently and smoothly is to interact frequently with the shadow teacher.

c.   Lack of Source to Teach

Teachers lack of interest in finding out and learning more about inclusive lasses will have a negative impact on students interest in learning. Because being a teacher who teaches in an inclusive class requires more effort than being

a teacher in regular class. Having more knowledge about mastering the material and how to handle inclusive class is very important because teachers who teach in inclusive classes will have a better understanding pf the class of they read a lot about inclusive classes.

d. Difficult to Control Students Mood

Controlling students mood means that the teachers must be able to keep students in a good mood, especially for students with special needs. To control students mood in the inclusive class is quite tricky because students with special needs have emotionally unstable. Their mood can easily change from a good mood to be bad mood. The student with special needs can suddenly shout or even tantrum and as the teacher who teaching in that class, he has to stop the lesson for a moment and take action for the child.

The researcher found that problems faced by teacher in teaching is from the students with special needs mood. The teacher should gave some break if some students tantrum unexpectedly. Teacher should calm down the students and their feeling can get better so the teaching and learning can be condusive again and the teacher can continue the class.

The researcher conducted the interview to add the information, like what teacher said:

"kendala di dalam kelas yang terkadang terjadi itu ketika anak berkebutuhan khusus tiba-tiba berteriak atau bahkan mengamuk. Jadi kadang saya harus memberi jeda sebentar mbak, jeda itu maksudnya saya harus berhenti menjelaskan materi sebentar untuk mengkondusifkan kelas. Walaupun anak berkebutuhan punya guru pendamping, tetapi disitu saya juga harus mengambil Tindakan untuk menenangkan anak tersebut". (Interviewed with Mr. D, 5ᵗʰ April 2023).

2) Teacher's Solutions in Teaching English

Besides the problems that teacher faced while doing teaching and learning process they also have the solution to solve the problems. Its not easy to overcoming existing the problems, because not only just one students but there is four students with special needs who have different characteristic and personality. Furthermore Hebron, J., & Humphrey (2014) state the solutions are:

a. Sharing with shadow teacher

Shadow teacher means a professional who helps students with special needs. the role of shadow teacher is to support the students at school. In addition, based on observation and interview that was conduct in Al Firdaus the

researcher found that teacher make a personal approach with students with special needs and the teacher also sharing with shadow teacher. In that class there are 2 shadow teachers and every teacher assisting 2 students with special needs, there are Ms. D and Mr. E. It was in line with teacher statement:

> *"Untuk mengatasi permasalah dalam mengajar dikelas inklusi adalah, 1. Menjalin komunikasi dengan anak berkebutuhan khusus dan pendamping. 2. Banyak membaca referensi atau melihat video terkait kelas inclusive." (Interviewed with Mr. D, 5th April 2023).*

Based on the interview above, the teacher not only make an approach with their students but also with the shadow teacher, whereas the shadow teacher more than know about the students with special needs.

b. Study from many publications

Teacher also read and watched a lot of references to improve their skill in teaching at inclusive classroom. Learning from various sources will provide teachers with new insight or perspective on learning activities in inclusive classroom, in addition to new ideas that may be used in the classroom.

B. Discussion

The researcher discussed the result of research which it has been doing in inclusive class ninth grade of Al Firdaus Junior High School Sukoharjo Academic year 2022/2023. The discussion gave explanation as follow:

1. The strategies that teacher used to teaching at inclusive classroom

Before we are able to understand more about teacher strategy for teaching English in an inclusive classroom, we need to understand the students condition and situation. We have to recognized that being teacher is not simple, especially teacher who teaching in an inclusive classroom. Teacher should make every effort to educate their students. In a class, it consists 16 students and 4 students with special needs.

From four students with special needs in ninth grade, three students with autism and one of them with mental retardation. Autism spectrum disorder (ASD) is a developmental disorder that affects communications and behaviour (Sundar Raj, Prasath, and Adalarasu 2015). Mental retardation is a condition that occurs during the developmental period in which the intelligence function is below average (Endriyani and Yunike 2017).

After knowing the kind of students with special needs, teacher has to prepare the strategies to conduct teaching and learning process that will be applied in teaching English at inclusive classroom. Before decided the strategies and the material that teacher will be applied in teaching, the teacher discussed it with shadow teacher first. Based on

the observation and interview, there are two strategies that teacher used in teaching and learning process, in every meeting teacher can be used different strategy it depends on the material. Those are such as:

1. Active Learning Strategy

    The first strategy is Active Learning, is a teaching method that involves and encourages learners to participate as active participants in the learning environment (Prince 2004). Furthermore, this strategies can makes the students active in the class because sometimes teacher teaching the material through a game. The name of the game is *See Think Wonder,* this method was adapted from a thinking routine and was developed by educators at Harvard University's Project Zero.

    That method is good to encourages students make careful observations and thoughtful interpretations. The rules for that game is teacher gave some instruction or teacher gave some picture to students then they should prepare their self to explain the thing that they got in front of class. From that method its not just only stimulate their curiosity and their thinking skill but also can developed their confidence through speaking in front of class.

    The strategy that teacher applied was suitable with the effective ways in teaching at inclusive classroom. This strategies

also can be applied in teaching to students with special needs because students can freely delivered their opinion or statement.

2. Cooperative Learning

From the observation, sometimes teacher using cooperative learning strategy. Cooperative learning is a type of instructional method in which teachers divide students into small groups then collaborate to help one another learn academic material (Slavin 2011). Furthermore, teacher asked students to make a group that in every group should consist of regular students and students with special needs. It aims to avoid discrimination by developing positive relationship between regular students and students with special needs.

After they gather with their groups, teacher gave the task so they can discussed it together to finished the task. When they did the task, the teacher get around the class to check are the students have difficulties to finished the task. Teacher also make sure to students with special needs that they understand about the task.

Cooperative learning was gave an impact in teaching and learning process, this strategy can increase students learning achievement and their social relationship, as well as encourage an attitude of tolerating others. Because not only they understand about the material but they can also doing project together with

their friends. That strategy can build positive relationship between regular students and students with special needs.

2. **The problems and solutions faced by teacher in teaching English at inclusive classroom.**

Problems that teacher faced in teaching English at inclusive classroom of ninth grade is, difficult to decided the learning material that can suitable for regular students and students with special needs. Also difficult to control students mood, especially students with special needs that sometimes they can tantrum unexpectedly. Those are such as:

1) Problems

a. Difficult to decided Learning Materials

Teaching at inclusive classroom its not easy because teacher should have a strategy that can suitable for all the students. Based on observation and interview that I was did to determine the material, teacher should sharing to shadow teacher about students with special needs ability and their interest. It aimed to know how far the students with special needs comprehend the material.

b. Difficult to Control Students Mood

Other problems that teacher faced is about the students with special needs mood. Their emotions can easily change. Based on the observation, their mood can easily change because their environment, it can be from their

friends but also disruption can came from their self. So if that is happened the teacher should handle it and calm down the students.

2) Solutions

To faced the problems teacher have their own solutions to solve it. The first one is, teacher should have a good communication with shadow teacher and also the students it self. Build a good communication with shadow teacher it aimed to make teacher easily to handle students with special needs, also can easily to achieve the students goals. Besides, have a good relation with students with special needs it has correlation with control students moods, because if teacher have good relation the students will be easily controlled.

The second is, teacher should read a lot of references about teaching at inclusive classroom. That solutions is important because it can gave teacher a lot of new insight and creative. So students can enjoy the teaching and learning process and students with special needs can follow the class well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research deals with the answers of the research problem based on the research findings and discussion in the chapter IV. In this section, the researcher draws the answer about the kind of strategies used by teacher in teaching English, the teacher's problems in teaching English at inclusive classroom of Al Firdaus Junior High School Sukoharjo Academic year 2022/2023.

1. The teacher strategies in teaching English at inclusive classroom

These are the strategies that teacher used are **Active Learning Strategy** and **Cooperative Learning Strategy**. The first one is **Active Learning Strategy** whereas this strategy is students as a centered learning, so the teacher just gave some explanation then the students should be active in teaching and learning process with gave some question or answer the question. The question it can be from the teacher or their friends. The second is **Cooperative Learning Strategy** whereas the teacher will asked students to make a some group and discussed the material together. It can be gave some positive impact because students can explore the material through discussed with their friends.

2. Problems and solutions faced by teacher in teaching English

In this research, the problems faced by teacher include: **a) Difficult to Decided Learning Materials**, lack of teacher comprehension about students with special needs so the teacher needs shadow teacher to discussed about the material that suitable to teaching students with special needs. **b) Difficult to Control Students Mood**, students with special needs who sometimes tantrum unexpectedly, which can have an impact on the learning process.

Besides the problems that teacher faced in teaching English here the solutions that can be used teacher to faced the problems such as; **a) Sharing with shadow teacher**, it can be help to decide what material that able to applied in teaching students with special needs and also to know students with special needs ability. **b) Read a lot of references,** the teacher read a lof of references to improve his teaching skills.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the English teaching at inclusive classroom. The researcher hopes. It can at least become an input in determining the appropriate teaching. The suggestion are as follows:

1. For the teacher

    The teacher is expect to know suitable technique of teaching and hoped the teacher can be used various strategies in teaching English at inclusive classroom. It is important because strategies in teaching and learning process may influence the result of students learning comprehension. The teacher has to be active, creative, helpful, patient, and welcome in the teaching learning process, so that the teacher can handle the students in inclusive classroom well.

2. For the students

    a) Students especially with special needs should be confident to deliver their ideas or opinions.

    b) Students should be more active and has high self confidence in learning English.

    c) Regular students should be ready to help the students with special needs.

3. For other researcher

    This study is far from perfect, so the researcher is going to provide useful suggestion and constructive critics to improve this thesis perfect. The researcher also hopes that the thesis will be useful and beneficial to the researcher herself. This research can be used as a reference for the other researcher in constructing a better research.

BIBLIOGRAPHY

A. Muri Yusuf. 2014. *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Jakarta: prenadamedia Group.

Adekoya, Y. M. &. Olatoye R. A. 2011. "Effect of Demonstration, Peer-Tutoring, and Lecture Teaching Strategies on Senior Secondary School Students' Achievement in an Aspect of Agricultural Science." *The Pacific Journal of Science and Technology* 320–32.

Aini Mahabbati. 2010. "Pendidikan Inklusif Untuk Anak Dengan Gangguan Emosi Dan Perilaku (Tunalaras)." *Jurnal Pendidikan Khusus* 7:52–63.

Alberta Learning. 2002. "Instructional Strategies." *Edmonton, AB: Alberta Learning*.

Ardian, Aan, and Sudji Munadi. n.d. *PENGARUH STRATEGI PEMBELAJARAN STUDENT-CENTERED LEARNING DAN KEMAMPUAN SPASIAL TERHADAP KREATIVITAS MAHASISWA*.

Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Arra, C., Antonio, M., & Antonio, M. J. 2011. "Students' Preferences for Cooperative Learning Instructional Approaches: Considerations for College Teachers." *Journal of Research in Education* 21(115):114–21.

Ary, Donald, lucy cheser Jacobs, Chris Sorensen, and Asghar Razavieh. 2010. *Introduction to Research in Education*. eight edit. USA: Wadsworth, Cengage Learning.

Aydoğan, Hakan, and Azamat A. Akbarov. 2014. "The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey." *Mediterranean Journal of Social Sciences* 5(9):672–80. doi: 10.5901/mjss.2014.v5n9p672.

Barlenti, I. .. Hasan, M. .. &. Mahidin, M. 2017. "Pengembangan LKS Berbasis Project Based Learning Untuk Meningkatkan Pemahaman Konsep." *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)* 5(1):81–86.

Brown. H. Douglas. 2007. *Teaching by Principles an Interactive Approach to Language Pedagogy.* San Francisco: Pearson Education, Inc.

Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Longman.

Colombo, M. 2012. "Teaching English Language Learners : 43 Strategies for Successful K-8 Classrooms." *London: SAGE Publication.*

Cox, Janelle. 2012. "Cooperative Learning Tips and Techniques." *Thoughtco.*

Cresswell, J. W. 2009. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches.* London: SAGE Publications.

Derakhsan, A. 2015. "The Problems of Teaching English Language: The Relationship between Research and Teaching." *International Journal of Linguistics* 7(1):102–10.

Djamarah, S. B. .. &. Zain, A. 2010. *Teaching and Learning Strategies.* Jakarta: Rineka Cipta.

Dudeney, Gavin &. Hockly, Nicky. 2010. *Learning English as a Foreign Language for Dummies*.

Endriyani, Sri, and Yunike Yunike. 2017. "Having Children with Mental Retardation." *International Journal of Public Health Science (IJPHS)* 6(4):331. doi: 10.11591/ijphs.v6i4.10779.

Engelmann. 2005. *Direct Instruction A Brief Introduction to Direct Instruction*.

Fuchs, D., L. S. Fuchs, P. G. Mathes, and D. C. Simmons. 1997. "Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity." *Educational Research Journa* 34(1):174–206.

Garnida, Dadang. 2015. *Pengantar Pendidikan Inklusif*. Bandung: PT. Refika Aditama.

Hamruni. 2009a. "Strategi Dan Model-Model Pembelajaran Aktif Menyenangkan." *Fakultas Tarbiyah UIN Sunan Kalijaga.*

Hamruni. 2009b. "Strategi Dan Model – Model Pembelajaran Aktif Menyenagkan." *Yogyakarta : UIN Sunan Kalijaga.*

Hayati, Anrems Rafika, Zelvia Liska Afriani, and Ali Akbarjono. 2021. "Teacher's Teaching Strategies in EFL Class." *Jadila: Journal of Development and Innovation in Language and Literature Education* 1(3):330–41. doi: 10.52690/jadila.v1i3.126.

Hebron, J., & Humphrey, N. 2014. "Mental Health Difficulties among Young People on the Autistic Spectrum in Mainstream Secondary Schools: A Comparative Study." *Journal of Research in Special Educational Needs*

14(1):22–23.

Hidayah, Jumatul-, and Ruly- Morganna. 2019. "Fulfilling the Needs of Diverse
Students: Teaching Strategies for Efl Inclusive Classrooms." *Suar Betang*
14(2). doi: 10.26499/surbet.v14i2.135.

Hidayatullah, Rahmat. 2021. "In Partial Fulfillment of the Requirement for The
Degree of Master of English Language Education." (August).

Hyun, J., R. Ediger, and D. Lee. 2017. "Students' Satisfaction on Their Learning
Process in Active Learning and Traditional Classrooms." *International
Journal of Teaching and Learning in Higher Education*.

Issac, Jerin C. 2010. "Methods and Strategies of Teaching: An Overview."
Pondicherry University Press.

John W. Creswell, and J. David Creswell. 2018. *Research Design Qualitative,
Quantitative, and Mixed Methods Approaches*. 5th ed. SAGE Publications.

Johnson, D. W., and R. T. Johnson. 2009. "An Educational Psychology Success
Story: Social Interdependence Theory and Cooperative Learning."
Educational Researcher.

Jumatul Hidayah, and Ruly Morganna. 2019. "FULFILLING THE NEEDS OF
DIVERSE STUDENTS: TEACHING STRATEGIES FOR EFL
INCLUSIVE CLASSROOMS ." *SUAR BETANG* 14:14.

Kapil, Yashvinder, and Sujatha Malini. 2016. "Peer Tutoring An Instructional
Strategy: A Systematic Approach." *Scholarly Research Journal for
Humanity Science & English Language* 6(27):7792–98.

Kusumastuti, Dra Nuraini. n.d. *THE DESCRIPTION OF INCLUSIVE EDUCATION IN INDONESIA*.

Majid Abdul. 2016. *Strategi Pembelajaran*. Bandung: PT Remaja Rosda Karya.

Miles, Matthew B., and A. m. Huberman. 1994. *Qualitative Data Analysis: An Expanded*. SAGE Publications.

Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. 2014. *Qualitative Data Analysis A Methods Sourcebook*. third edit. United States of America: SAGE Publications.

Moh. Uzer Usman. 2006. *Menjadi Guru Profesional*.

Murawski, W. 2005. "A Glimpse into the Inclusive-Classroom." *Www.TheAutismPerspective.Org*, 34.

Nurkamto, J. 2003. "Problema Pengajaran Bahasa Inggris Di Indonesia." *Jurnal Ilmiah Masyarakat Linguistik Indonesia*.

permendiknas. 2009. "Inclusive Education." 70.

Prince, M. 2004. "Does Active Learning Work? A Review of the Research." *Journal of Engineering Education* (3):223–31.

Pujihastuti, Aulia Fajri. 2019. "Teacher's Instructional Strategy in Teaching English to Student with Autism at an Inclusive School (a Case Study at SMP Lazuardi Kamila Global Islamic School of Surakarta in Academic Year of 2018/2019)." Universitas Sebelas Maret (UNS).

Rachmajanti, Sri, dkk. 2008. "Pengembangan Model Pembelajaran MIPA Bilingual Berbasis Pendekatan Kontekstual Berbentuk Compact Disc (CD) ."

Jurnal Penelitian Kependidikan Nomor 1:

Rajagopalan, I. 2019. "Concept of Teaching." *International Journal of Education* 2(7):5–8.

Sanjaya. 2007. *Metode Pembelajaran*. Jakarta: Kencana.

Sanjaya, Wina. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.

Schunk, Dale. H. 2012. "Learning Theories: An Educational Perspectives, 6th Edition." *New York: Pearson Education Inc.*

Slavin, R. E. 2011. *Instruction Based on Cooperative Learning.* New York: Taylor & Francis.

Songbatumis, Aisyah Mumary. 2017. "Problems in Teaching English Faced by English Teacher at Mtsn Taliwang, Indonesia." *Foreign Language Teaching & Learning* 2(No. 2).

Srinivasan, Wilkes, Stevenson, Nguyen, and and Slavin. 2007. "Comparing Problem-Based Learning with Case-Based Learning: Effects of a Major Curricular Shift at Two Institutions." *Academic Medicine* 74–82.

Stainback, W. .. &. Stainback, S. 1990. "Support Networks for Inclusive Schooling. Independent Integrated Education." *Baltimore: Paul H. Brooks.*

Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D.* Bandung: ALFABETA.

Sundar Raj, M., Manoj Prasath, and K. Adalarasu. 2015. "Autism Spectrum Disorder." *International Journal of Pharmacy and Technology* 7(2):8638–

47.

sutopo. 2006. *Metodologi Penelitian Kualitatif*. second. Surakarta: UNS.

Sutopo, HB. 2002. *Metode Penelitian Kualitatif*. Surakarta: UNS.

Tichá, Renáta, Brian Abery, and Christopher Johnstone. 2019. *Inclusive Education Strategies: A Textbook Comparing Development Outcomes for Students Who Study Abroad and Students Who Participate in Service Learning. View Project Global Resource Center on Inclusive Education View Project*.

Webster, Tammy. 2014. "The Inclusive Classroom." 6(2):23–26.

Wehrli, G., and J. G. Nyquist. n.d. "Creating an Educational Curriculum for Learners at Any Level." *2003*.

Wijayanti, A, Safitri, P. T, &. Raditya, A. 2018. "Analisis Pemahaman Konsep Limit Ditinjau Dari Gaya Belajar Interpersonal." *Prima: Jurnal Pendidikan Matematika,* 2(2):157–73.

Yin, R. K. 2011. *Qualitative Research from Start to Finish*. New York: The Guilford Press.

APPENDICES

FIELD NOTE

Observation I

Day/Date   : Tuesday, 28 March 2023

Time   :10.30-11.20

Researcher   : Siti Rohmatullaili

Teacher   : Mr. Catur Danang, M.Pd.

The teaching and learning process was carried out on 5 April 2023. The lesson was started at 10.30 WIB and finished at 11.20 WIB. This meeting was carried out in the classroom. Before the students came to the class, the teacher prepared for the material and media that he will used. When all of students are ready, teacher started the class with salam, greeting and asking students condition. Then the teacher asked one student to be lead and pray together. After that, teacher checked students attendance and asked students to prepare all of learning tools before started into the next materials. Teacher starts learning with showed some ppt in lcd projector then asked students about narrative text. Then N answered the question and the others just silent, the teacher receive N opinion and then explain it clearly. Teacher explain it with using some example that related with the material, teacher also gave them some print out about the example like in the lcd projector, teh example is about "Tangkuban Perahu" it aimed to make the students can understand and can constructed the material easily. Teacher and students discussed the example together, after that the teacher asked students to make a group that in every group consist 4 members that was mixed students 3 regular students and 1 students with special needs. when all of the students have a group, the teacher gave some text about narrative text the title was "Kebo Iwa". Teacher asked students to identify that text and write it the answer in some paper. Every group just need 1 paper. When they were so focused to finished the task, the bell rang and it means that the class is over. So before finished the class the teacher asked the student to continuing and completed the task next meeting. The teacher also said that next

meeting they should presented the result of their discussion in the class. Then the teacher closed the lesson by saying hamdalah together and salam.

Observation II

Day/Date   : Wednesday, 29 March 2023

Time   : 10.30-11.20

Researcher   : Siti Rohmatullaili

Teacher   : Mr. Catur Danang, M.Pd.

The second observation, in teaching and learning process was carried out on 29 March 2023. The lesson was started at 10.30 WIB and finished at 11.20 WIB. This meeting was carried out in the classroom. The material is Narrative text. The teacher started the lesson by greeting and asking how the students are doing. In addition, the teacher thanked to students for coming in the class on time. Then before starting the class teacher pointed one student to lead pray together in front of class. After praying together the teacher check their attendance and asked the students to prepare all learning tools. The teacher reviewed about yesterday material it was about Narrative Text. The teacher asked every group to make a circle. Then teacher asked "have you finished the task?" and they said "not yet sir" so Mr. D gave them 15 minutes to complete the task, "okay, so I will give you 15 minutes to finished the task". When students did the task, Mr. D walk around and visiting each group and said if there any difficulties it can be asked to Mr. D and the teacher can explained clearly. After all of the group finished, Mr. D asked every group to explain what their discussion results in front of class. Next, Mr. D asked every group to appoint 1 representative to come forward to come forward and submit their assignment. For the reflection, teacher asking to students with special needs are they really understand about the material that has been learnt and measured the understanding teacher asked to draw the conclusion from the lesson. Then teacher reminded the students to always studying at home to preparing for the next meeting. Then Mr. D closed the class by saying salam.

Observation III

Day/Date   : Tuesday, 4 April 2023

Time   : 10.35-11.20

Researcher   : Siti Rohmatullaili

Teacher   : Mr. Catur Danang, M.Pd.

The teaching and learning process was carried out on 4 April 2023. The lesson was started at 10.35 WIB and finished at 11.20 WIB. This meeting was carried out in the classroom. The material was report text. The teacher started the lesson by greeting and asking how the students are doing. In addition, the teacher thanked to students for coming in the class on time. Then before starting the class teacher pointed one student to lead pray together in front of class. After praying together the teacher check their attendance and asked the students to prepare all learning tools. The teacher started material of Report Text and showing the material through PPT that was connected in screen projector in front of class. The first slide is, title about the material for today and teacher asked to students "what they know about report text?" then teacher explained the meaning, function, and structure. Next slide is the teacher gave example, some video about "Sunflower" and asked to the students "what is the video tells you about?" students answered. Teacher asking again "have you ever seen that video before?" then they make a quick discussion. Next, students pay attention when the teacher explained clearly the material. After explained the story teacher asked students to make a some question about that material in 5 minutes. Teacher walking around the class and visited students with special needs then asked, are they have difficulties when learnt this material, if they have difficulties it can be asked to Mr. D. After all of students finished the task they discussed it together. Before the teacher closed the lesson today, he asked students to make a group consist 4 people to make a project for next meeting. Before finished the meeting, Mr. D made a conclusion of the material. Then, reminded the students to prepare for the next meeting project and closed the todays meeting by saying hamdalah and salam.

Observation IV

Day/Date   : Tuesday, 4 April 2023

Time   : 10.35-11.20

Researcher   : Siti Rohmatullaili

Teacher   : Mr. Catur Danang, M.Pd.

The teaching and learning process was carried out on 5 April 2023. There were 15 students who came to the class. The lesson started at 10.32 WIB and finished at 11.20 WIB. Meeting was carried out in classroom. The material was about the project of report text. Teacher started the lesson by saying salam and greeting also asking how the students condition. In addition, the teacher also say thanked to students who come in a class on time. Then teacher pointed 1 students to be lead in praying together. After that teacher checked the attendance. Before started the meeting Mr. D gave some motivation. Mr. D asked students to every group make a circle and gave instruction to students about the project. Teacher gave some example, he showed some poster and there is some report text. Teacher explained about the project and example clearly. Then the project is, Mr. D asked to every group make a some poster and they should discussed and wrote report text based on poster. Teacher gave 30 minute to finished the project. After students finished their project, teacher asked every group to come forward and explained what they got. Teacher gave 5 minutes to explain the discussion result. Before closing the meeting, Mr. D gave feedback about today's meeting. Teacher gave students motivation and reminded to always study more about English. Then Mr. D closed the meeting by saying hamdalah together and salam "Wassalamualaikum Wr Wb, have a great day all and happy fasting!".

Date : **Wednesday, 5th April 2023**

Place : **SMP Al Firdaus**

Interviewee : **Mr. Catur Danang, M.Pd (English Teacher)**

Interviewer : **Siti Rohmatullaili (The Researcher)**

Researcher : Assalamualaikum, Pak Danang

Teacher : Waalaikumsalam Mba

Researcher : Izin meminta waktu Pak Danang sebentar untuk melakukan wawancara, terkait Teaching Strategies at Inclusive Classroom. Sebelumnya, Pak Danang sudah mengajar disini berapa lama?

Teacher : Cukup lama ya mbak dari tahun 2016 sampai sekarang, jadi kurang lebih sudah sekitar 7 tahun ini.

Researcher : Menurut Pak Danang, sekolah inclusive itu apa?

Teacher : Wah, cukup menarik ya pertanyaannya. Jadi sekolah inklusif itu adalah sekolah yang memberikan pendidikan dengan tujuan mencerdaskan siswa tanpa diskriminasi, dimana anak berkebutuhan khusus dan anak regular memiliki hak yang sama untuk sekolah. Juga mereka bisa belajar didalam kelas dan lingkungan yang sama. Tetapi tetap diatur sesuai porsinya, jadi anak berkebutuhan khusus dan regular memiliki porsi yang berbeda.

Researcher : Berapa presentase anak regular dan berkebutuhan khusus di dalam kelas?

Teacher : Untuk dikelas 9 ini berjumlah 16 siswa dimana 4 siswa yang lain merupakan siswa berkebutuhan khusus. Jadi mungkin sekitar 75% siswa regular dan 25% siswa berkebutuhan khusus.

Researcher : Kesulitan Pak Danang dalam mengajar dikelas inklusi itu apa pak?

Teacher : Awalnya dulu cukup sulit ya mbak Laili ya, karena mengajar yang regular saja juga tidak mudah apalagi yang inklusi. Kesulitannya adalah menentukan topik berdasarkan kemampuan dan minatnya, yang mana nanti guru

perlu beradaptasi dan menyesuaikan materi anak sesuai dengan kemampuan anak dengan cara berkomunikasi dengan guru pendampingnya. Jadi nanti anak tetap bisa mengikuti pembelajaran dikelas bersama dengan materi yang sama tetapi target yang berbeda.

Researcher : Jadi kesulitannya lebih kearah menentukan topik materi pembelajaran ya pak?

Teacher : Iya mbak, lebih pada kita harus menggali dulu kemampuannya sampai mana dan melakukan diagnosis assessment (Pre-Test) yang bertujuan untuk mengetahui kira-kira metode yang cocok bagi dia seperti apa.

Researcher : Strategi apa yang Pak Danang lakukan di dalam kelas?

Teacher : Ada bermacam strategi mbak, yang pertama membuat anak yakin dulu dan percaya diri dengan kemampuan dan keistimewaannya. Kemudian meningkatkan kepercayaan dalam pronounciation. Strategi saya adalah menghubungkan meteri itu dengan student prior knowledge pengetahuan atau pengalaman anak sebelumnya yang berguna untuk menjembatani antara materi dan goals pembelajaran.

Researcher : Kenapa Pak Danang menggunakan strategi itu?

Teacher : Karena itu untuk mencocokkan antara yang diketahui anak dan materi. Ketika nanti mereka sudah tau materi cocok darisitu anak akan mengetahui dan memahami dengan cepat. Juga menggunakan vocab yang seringa nak jumpai. Strategi khusus yang saya punya, saya punya game dalam kelas dimana saya meminta anak menyebutkan suatu benda diikuti dengan alasan dia memilih benda tersebut jadi nanti anak akan menyebutkan "Poin – Reason – Example – Conclusion" we called PREC game. Berbekal dari strategi itu anak lebih mudah memahami konsep dengan baik.

Researcher : Apakah strategi itu efektif untuk pembelajaran dalam kelas inklusif?

Teacher : Menurut saya itu efektif karena itu sangat cocok untuk anak, baik yang regular maupun berkebutuhan.

Researcher   : Jadi dari strategi yang Pak Danang gunakan, itu mengarah ke strategi apa?

Teacher   : Strategi yang saya gunakan mengarah ke Active Learning Strategy, karena lebih kearah student centered learning. Jadi saya hanya menjelaskan poin dan pattern untuk mengconstruct pola berpikir anak secara constructive juga terkadang saya membagi anak menjadi beberapa kelompok untuk menyelesaikan tugas dari saya.

Researcher   : Apakah jika ada pembelajaran berkelompok akan dipisah antara anak regular dan berkebutuhan?

Teacher   : Iya di mix, harus di mix tetapi tidak selalu di mix. Tujuan dari di mix itu sendiri agar anak regular dan berkebutuhan bisa berkomunikasi dengan baik. Tetapi kadang tidak di mix itu tergantung dari materi dan tugas yang diberikan juga untuk memberi ruang bagi anak baik regular atau berkebutuhan untuk explore lebih.

Researcher   : Apakah system pembelajaran anak selalu berkelompok?

Teacher   : Itu tergantung dengan materi pembelajaran mba.

Researcher   : Bagaimana cara Pak Danang untuk menyelesaikan permasalahan dalam pembelajaran?

Teacher   : Untuk mengatasi permasalah dalam mengajar dikelas inklusi adalah, 1. Menjalin komunikasi dengan anak berkebutuhan khusus dan pendamping. 2. Banyak membaca referensi atau melihat video terkait kelas inclusive.

Researcher   : Baik, terimakasih banyak Pak Danang atas waktu dan semua jawabannya.

Teacher   : Iya mbak sama sama.

LK 2.3.2. PENGEMBANGAN BAHAN AJAR

Satuan Pendidikan   : SMP Al Firdaus, Sukoharjo

Kelas/Semester   : IX/Semester 2

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Teks Fungsional

Sub Materi Pokok   : *Narrative Text*

Alokasi Waktu   : 2JP (2x 45 menit)

Sistematika Bahan Ajar sebagai berikut:

  A. Pendahuluan

      1. Kompetensi dasar:

      3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif lisan dan tulis berbentuk legenda/ cerita rakyat sesuai dengan konteks penggunaannya 4. 1 Menangkap makna teks naratif lisan dan tulis berbentuk cerita sederhana

      2. Tujuan Pembelajaran:

      Peserta didik diharapkan dapat menelaah fungsi sosial, struktur teks, unsur kebahasaan teks *Narrative Text* serta menyusun *Narrative Text* sesuai konteks berbasis HOTS *(High Order Thinking)* dan *TPACK (Technological Pedagogical Content Knowledge)* dengan literasi membaca dan menulis secara religius, disiplin, penuh rasa ingin tahu, mandiri, dan kreatif

      Tujuan Spesifik :

      a. Melalui cerita humor pada tahap apersepsi, peserta didik dapat menyampaikan pendapatnya dan mengkaitkan materi yang akan dibahas..

      b. Melalui gambar beberapa cerita rakyat dalam negeri maupun luar negeri peserta didik dapat menghubungkan pengetahuan yang sebelumnya dengan materi *narrative text* yang akan dipelajari

      c. Melalui *vocabulary enrichment* yang berupa frase berkaitan dengan kegiatan sehari-hari peserta didik secara mandiri dapat menggunakan kosakata yang tersebut untuk mendeskripsikan peristiwa masa lalu.

Peta Konsep:

Pembelajaran Problem Based Learning

> Melalui media gambar yang berkaitan dengan *narrative text*, peserta didik secara mandiri dapat mengidentifikasi dan mendeskripsikan *narrative text*.

> Melalui *vocabulary enrichment* yang berupa frase, peserta didik secara mandiri dapat menggunakan kosakata yang diberikan mendeskripsikan *narrative text*.

> Melalui topik *narrative text* peserta didik secara kolaboratif dalam group dapat merespon menggunakan pernyataan dan pertanyaan berkaitan *narrative text* dan peristiwa masa lalu

3. **Petunjuk belajar:**

   1. *Model PBL* ini membantu peserta didik dalam mempelajari materi "*narrative text.''* dengan cara berinteraksi dengan peserta didik lain di dalam dan di luar kelas

   2. *Model PBL ini* juga didukung dengan gambar dan tautan video yang membantu peserta didik mengasosiasikan apa yang dilihat dengan pengetahuan peserta didik

4. **Penyajian Materi:**

   1. Melalui slide PPT, Peserta didik mengidentifikasi unsur kebahasaan pada topik *"narrative text.''* yang bermakna menyatakan dan menanyakan tujuan serta menanyakan persetujuan dan pertidaksetujuan dari suatu tindakan melalui slide PPT

   2. Melalui gambar peserta secara kolaboratif dalam group dapat mendeskripsikan activitas pada gambar dengan memperhatikan unsur bahasa dan fungsi sosial *past tense.*

5. **Rangkuman:.**

Siswa dapat mengidentifikasi unsur kebahasaan dan fungsi sosial pada teks yang *"narrative text."* yang bermakna menyatakan dan menanyakan maksud/tujuan serta menanyakan persetujuan dan pertidaksetujuan dari suatu tindakan.

Latihan/tugas/praktikum:

1. Lisan :
    - Menyimak gambar dan mengidentifikasi *narrative text*
    - Berdiskusi dengan kelompok untuk merespon gambar-gambar berkaitan dengan *narrative text*
    - Mempresentasikan hasil diskusi kelompok

2. Tertulis

    Mendeskripsikan aktivitas yang berkaitan dengan gambar pada LKPD 1

6. **Referensi/Daftar Pustaka:**

Pucthta, H & Strank J (2017) *English in Mind second edition; Special Edition Student's Book 1".* United Kingdom: Cambridge University Press

LK 3.3.3 PENGEMBANGAN MEDIA PEMBELAJARAN

PENGEMBANGAN MEDIA PEMBELAJARAN

Satuan Pendidikan   : SMP Al Firdaus, Sukoharjo

Kelas/Semester   : IX/Semester 1

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Teks Fungsional

Sub Materi Pokok   : *Narrative Text*

Alokasi Waktu   : 2JP (2x 45 menit)

Kompetensi Dasar/ CP   :

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif lisan dan tulis berbentuk legenda/ cerita rakyat sesuai dengan konteks penggunaannya 4. 1 Menangkap makna teks naratif lisan dan tulis berbentuk cerita sederhana

7. **Tujuan Pembelajaran:**

Peserta didik diharapkan dapat menelaah fungsi sosial, struktur teks, unsur kebahasaan teks *Narrative Text* serta menyusun *Narrative Text* sesuai konteks berbasis HOTS *(High Order Thinking)* dan *TPACK (Technological Pedagogical Content Knowledge)* dengan literasi membaca dan menulis secara religius, disiplin, penuh rasa ingin tahu, mandiri, dan kreatif

Tujuan Spesifik :

d. Melalui cerita humor pada tahap apersepsi, peserta didik dapat menyampaikan pendapatnya dan mengkaitkan materi yang akan dibahas..

e. Melalui gambar beberapa cerita rakyat dalam negeri maupun luar negeri peserta didik dapat menghubungkan pengetahuan yang sebelumnya dengan materi *narrative text* yang akan dipelajari

f. Melalui *vocabulary enrichment* yang berupa frase berkaitan dengan kegiatan sehari-hari peserta didik secara mandiri dapat menggunakan kosakata yang tersebut untuk mendeskripsikan kegiatan sehari-hari.

1. Nama Media   : Video dan gambar,

2. Gambar/bentuk media   : Video dan gambar

3. Bahan   : Video dan Power Point.

4. Cara Pembuatan   : Video

    a. Memutar cerita humor pada power point

    b. Memutar video pada power point

5. Cara Penggunaan   :

    a. Memutar slide PPT

    b. Memutar cerita humor pada power point

    c. Menannya peserta didik berkiatan dengan materi pada PPT

Lampiran

Story

One night Jack came home very late. Whereas his wife was waiting for him restlessly. When he came his wife got angry. She said, "I've been cooking for you all afternoon but you come home very late. Now the food is stale. We cannot eat anything."

She hit her husband's chest several times because she was annoyed. Then she pushed him backward. Unfortunately he fell and rolled down the stairs. It made a loud noise. The couple was quarrelling after that. His closest neighbor heard the noise and came to their house. He knocked at the house strongly.

"What's wrong with you. It's late at night already and you keep making noises," said the neighbor.

"My coat falls along the stairs," answered Jack.

"It's only a coat and you shouted as if you hurt yourself," said the neighbor.

Jack answered quickly. "Of course I shouted loudly because I was inside the coat."

Petunjuk:

Media pembelajaran mengacu pada RPP yang dibuat.

PENJELASAN MUATAN **MEDIA PEMBELAJARAN**

No.	Indikator Kualitas Media
1.	Kesesuaian jenis media dengan kompetensi yang harus dicapai
2.	Media menarik dan **sesuai** dengan materi pembelajaran
3.	Media pembelajaran **yang interaktif** dengan **memanfaatkan TIK** dengan **multi moda** dan **relevan** dengan bahan ajar
4.	Media sesuai dengan karakteristik belajar siswa
5.	Media memfasilitasi pengembangan sikap dan keterampilan siswa yang **relevan** dengan bahan ajar.
6.	Keterbacaan tulisan (jenis dan ukuran huruf) dalam media
7.	Keruntutan penyajian materi dalam media
8.	Tingkat kemudahan dalam penggunaan media
9	Kebenaran dalam penggunaan kaidah bahasa (Indonesia dan/atau asing)
10.	Efektivitas gambar/ ilustrasi/ animasi/ video dalam mendukung penjelasan konsep (materi)

LK 2.3.4 PENGEMBANGAN LKPD

LEMBAR KERJA PESERTA DIDIK (LKPD)

Satuan Pendidikan   : SMP Al Firdaus, Sukoharjo

Kelas/Semester   : IX/Semester 1

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Teks Fungsional

Sub Materi Pokok   : *Narrative Text*

A. Identitas

   Kelompok   : ………………………………………………..

   Kelas   : ………………………………………………..

   Angggota Kelompok   : 1. ………………………………………………..

                                  2. ………………………………………………..

B. Tujuan Pembelajaran

Peserta didik diharapkan dapat menelaah fungsi sosial, struktur teks, unsur kebahasaan teks *Narrative Text* serta menyusun *Narrative Text* sesuai konteks berbasis HOTS *(High Order Thinking)* dan *TPACK (Technological Pedagogical Content Knowledge)* dengan literasi membaca dan menulis secara religius, disiplin, penuh rasa ingin tahu, mandiri, dan kreatif

Tujuan Spesifik :

g. Melalui cerita humor pada tahap apersepsi, peserta didik dapat menyampaikan pendapatnya dan mengkaitkan materi yang akan dibahas..

h. Melalui gambar beberapa cerita rakyat dalam negeri maupun luar negeri peserta didik dapat menghubungkan pengetahuan yang sebelumnya dengan materi *narrative text* yang akan dipelajari

i. Melalui *vocabulary enrichment* yang berupa frase berkaitan dengan kegiatan sehari-hari peserta didik secara mandiri dapat menggunakan kosakata yang tersebut untuk mendeskripsikan kegiatan sehari-hari.

C. Alat dan Bahan

Alat tulis dan lembar LKPD 1 dan 2

D. Petunjuk

Kerjakan sesuai perintah yang tertulis dengan baik

E. Langkah Kegiatan

1. Peserta didik berdiskusi dengan kelompok untuk menjawab pertanyaan berdasarkan teks narratif
2. Peserta didik mempersiapkan hasil diskusi untuk dipresentasikan
3. Peserta didik melakukan presentasi menyampaikan berdasarkan LKPD 1

F. Hasil Kegiatan

LKPD 1

Read the text carefully and answer the questions below correctly!

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwa. The people of Bali used to say that Kebo Iwa was everything, a destroyer and also a creator. Balinese had enough food for a thousand men so they always gave so much food to Kebo Iwa. Kebo Iwa was satisfied with the meal.

One day, for the first time Balinese faced lean time that made their barns almost empty. They were so worried about that because the new harvest was still a long way off. This made Kebo Iwa wild with great anger. In his hunger, he destroyed all the houses and temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose the giant's power by using his stupidity. They asked Kebo Iwa to build them a bottomless well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much so he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boil. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

1. Why does the writer write the text?
2. What does the text mainly about?

3. "A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwa….."(Paragraph 1). What is the function of the sentence above?

4. What did the main character look likes?

5. Why did Kebo Iwa feel angry with the Balinese people?

6. Why did Kebo Iwa want to dig a very deep well to Balinese?

7. What is mount Batur?

8. "So, they came together to plan steps to oppose the giant's power……" (Paragraph 3). What is the antonym of the word "oppose"?

9. After you read the story, what would happen if Kebo Iwa was not dead at bottomless well?

10. What moral value can we learn from the story?

LKPD 2

After you finishing LKPD 1 in written form, present your project in front of the class!

G. Kesimpulan

Kesimpulannya melalui model pembelajaran *Problem Based Learning* dengan *picture and picture* dan *Model Think-pair-share (TPS)*, peserta didik dapat bertukar pendapat dan mengasosiasikan imajinasinya untuk menelaah narrative text dengan memperhatikan penggunaan *past tense*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satua Pendidikan   : SMP Al Firdaus, Sukoharjo

Kelas/Semester   : IX/Semester 2

Mata Pelajaran   : Bahasa Inggris

Materi   : Report Text

Alokasi Waktu   : 2JP (2x 45menit)

Kompetensi Inti (KI)

KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta 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.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, reportal, 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.

KI4: 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.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya	Membedakan beberapa teks information report terkait mata pelajaran lain di Kelas IX. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya.
4.9 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Menentukan makna beberapa teks lain lagi dengan topik yang berbeda. Membuat teks information report terkait mata pelajaran lain di Kelas IX dalam bentuk *poster*. Mempresentasikan poster yang sudah dibuat.

Tujuan Pembelajaran Pertemuan ke-1:

Peserta didik dapat membedakan beberapa teks information report terkait mata pelajaran lain di Kelas

Peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya.

Pertemuan ke-2:

Peserta didik dapat menentukan makna beberapa teks lain lagi dengan topik yang berbeda.

Peserta didik dapat membuat teks information report terkait mata pelajaran lain di Kelas IX dalam bentuk *poster*.

Peserta didik dapat mempresentasikan teksnya.

Penguatan Pendidikan Karakter (PPK)

Religius, kerjasama, dan kreatif.

Materi Pembelajaran

Definition

Report text is very alike to a descriptive text. However, in a report text we cannot add our personal view and opinion.a the type of text that tells a chronological story in the past tense.

Fungsi sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif.

Struktur teks Dapat mencakup:

jenis, golongan, spesies dari obyek secara umum

unsur-unsur rincian deskripsi tentang obyek pada umumnya.

Unsur kebahasaan

Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice.

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

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

Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran : Project Based Learning (PBL)

Pendekatan   : Scientific, TPACK

Metode   : Tanya jawab, diskusi, penugasan, presentasi.

Media/Alat, Bahan dan Sumber Belajar

Media : *Canva*

Video *https://www.youtube.com/watch?v=hdb89YcWpcw*

LKPD dan lembar penilaian.

Alat dan Bahan   : Laptop dan TV.

Sumber Belajar   :

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When EnglishRings The Bell*, Kelas IX, Kemendikbud, Revisi Tahun 2016
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *InteractiveEnglish 3*, Yudhistira, Tahun 2016
- *Modul 3 English For Social Communicartion*, Pendalaman Materi Bahasa Inggris, Kementerian Pendidikan dan Kebudayaan, Tahun 2019
- Kamus Bahasa Inggris
- Internet

Langkah – langkah pembelajaran

Pertemuan ke-1:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Orientasi Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME danberdoa untuk memulai pembelajaran. Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. Motivasi Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	10 menit
Inti	Stimulation (stimulasi/pemberian rangsangan) Pertanyaan Mendasar	60 menit
	Guru menayangkan video terkait materi melalui TV Digital. (TPACK) *https://www.youtube.com/watch?v=hdb89YcWpcw* Peserta didik menyimak video tentang teks *report* dan menjawab pertanyaan: What is the video tells you about?	

	Have you ever seen that before? (Activity 1)	
	Peserta didik mengajukan pertanyaan mendasar tentang teks terkait.	
	Peserta didik menemukan kosakata, tata bahasa tetang kalimat imperatif, fungsi sosial dan struktur teks yang digunakan dalam video tersebut. (Activity 2)	
	Mendesain Perencanaan Produk	
	Guru membuat kelompok peserta didik menggunakan *wheelsofnames.com* (TPACK-Activity 3)	
	Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks 1 dan teks 2. (Activity 4)	
	Peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya. (Activity 5)	
	Peserta didik menyimak aturan dalam proses penyelesaian proyek. Hal-hal seperti pemilihanaktivitas, waktu maksimal yang direncanakan, konsekuensi, tempat pelaksanaan proyek, hal-hal yang	
	dilaporkan, serta alat dan bahan yang dapat diakses untuk membantu penyelesaian proyek.	
	Menyusun Jadwal Pembuatan	
	1. Siswa dengan bimbingan guru mendiskusikan tentang proyek membuat *poster* terkait teks *report*. Post Activity: 1. Peserta didik berdiskusi menyusun rencana pembuatan teks *report* meliputi pembagian tugas, persiapan alat, bahan, media dan sumber yang dibutuhkan.	

	1. Peserta didik menentukan teks *report* yang akan dibuat dan dipresentasikan di pertemuan berikutnya.	
Penutup	Guru merefleksi kegiatan dan target yang dicapai.	10 menit
	Guru meminta peserta didik memimpin doa untukmenutup kegiatan pembelajaran. (Religius)	
	Guru mengucapkan salam untuk mengakhiri pembelajaran. (Religius)	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Orientasi Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME danberdoa untuk memulai pembelajaran. Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi Guru mengingatkan kembali sekilas tentang materi minggu lalu yaitu fungsi social, struktur teks, dan unsur kebahasaan *report text*. Motivasi Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	10 menit
Inti	Memonitoring keaktifan dan perkembangan proyek Guru mengingatkan peserta didik aturan dalam proses penyelesaian proyek. Peserta didik mengamati contoh *poster* terkait teks *report*. (TPACK) Peserta didik membuat (C6) teks *report* berdasarkandiskusi yang telah dilakukan sebelumnya. (Activity 1) Peserta didik mengerjakan proyek sesuai dengan hasil diskusi kelompok dan arahan guru. Menguji Hasil	60 menit

	Peserta didik mempresentasikan *poster* terkait teks report di depan kelas. (C6 – Activity 3)	
	Peserta didik dari kelompok lain menanggapi (P2) dengan bertanya jawab.	
	Guru mengarahkan jalanya Tanya jawab untuk memastikan jalanya presntasi dengan lancar	
	Refleksi hasil proyek dan kegiatan pembelajaran	
	Peserta didik berdiskusi dibimbing guru untuk mengulas hasil kegiatan yang telah dilaksanakan secara aktif.	
Penutup	Guru memberikan pertanyaan untuk menyimpulkan materi pada hari itu.	
	Guru memberikan pertanyaan untuk merefleksi pembelajaran pada hari itu.	
	Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran.	
	Guru mengucapkan salam untuk mengakhiri pembelajaran.	

Penilaian Sikap

No	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu pelaksanaan	Keterangan
1.	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran

Pengetahuan

No	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu pelaksanaan	Keterangan
1	Penugasan	Pertanyaan tertulis dalam bentuk soal pilihan ganda	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran dan sebagai pembelajaran

Keterampilan

No	Teknik	Bentuk Instrumen	ContohButir Instrumen	Waktu pelaksanaan	Keterangan
1	Produk	Tugas (keterampilan)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran

Pembelajaran Remedial dan Pengayaan

Remedial

Pada kegiatan remidial guru memberikan pemahaman kepada peserta didik yangbelum mencapai kompetensi dasar. Alternatif cara untuk remidi:

meminta peserta didik untuk bertanya kepada teman yang sudah tuntas tentang materi yang belum tuntas atau tutor sebaya.

memberikan lembar kerja untuk dikerjakan oleh peserta didik yang belum tuntas.

Pengayaan

Pembelajaran pengayaan diberikan kepada peserta didik yang telah mencapai atau melampaui KBM/KKM. Ada beberapa kegiatan yang dapat dirancang dan dilaksanakan, di antaranya melakukan kegiatan berikut:

Belajar kelompok, yaitu sekelompok peserta didik diberi tugas pengayaan untuk dikerjakan bersama pada dan atau di luar jam pelajaran.

Membuat teks *report* secara berkelompok

Refleksi Guru

Guru bersama dengan peserta didik melakukan refleksi mengenai hal-hal yang positif dan negatif selama proses KBM, atau dipahami dan belum dipahami dari materi terkait tujuan pembelajaran yang telah dikemukakan di awal pembelajaran.

DOCUMENTATION

The Students listening the teacher explanation and also some students make a note about the material.

The teachers visited the students to makesure if there is any difficulties in finished the task. Refers to cooperative strategy.

The teachers explained the material and discussed with their students. Refers to active learning strategy.

The researcher did the interview with English Teacher.