ENGLISH TEACHING LEARNING PROCESS FOR SLOW LEARNER IN INCLUSIVE CLASS AT SMP AL FIRDAUS IN 2016/2017 ACADEMIC YEAR

THESIS
Submitted as a Partial Fullfillment of the Requirements for Getting Master Degree in Language Study at Muhammadiyah University of Surakarta

By
Dewi Muliasari
NIM. S200140021

DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSTAS MUHAMMADIYAH SURAKARTA
2017
SUPERVISOR'S APPROVAL FORM 1

The student submits the thesis for examination:

Name : Dewi Muliasari
ID Number : S 200 140 021
Department : Language Studies
Field of Study : English Education
Academic Year

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, April 2017
Primary supervisor

Dr. Anam Satopo, M.Hum.
SUPERVISOR’S APPROVAL FORM II

The student submits the thesis for examination:

Name : Dewi Muliasari
ID Number : S 200 140 021
Department : Language Studies
Field of Study : English Education
Academic Year

Supervisor’s Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, April 2017
Co-supervisor

Mauly Halwat Hikmat, Ph.D
APPROVAL OF THESIS FOR SUBMISSION

ENGLISH TEACHING LEARNING PROCESS FOR SLOW LEARNER IN INCLUSIVE CLASS AT SMP AL FIRDAUS IN 2016/2017 ACADEMIC YEAR

submitted by

DEWI MULIASARI

Has been examined by the board of examiners on 25th April 2017 All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor

Dr. Anam Salim, M.Hum.
Co-supervisor

Maulida Halimatul Hikmat, Ph.D
Examiner

Muamaroh, Ph.D

Surakarta, 5th Mei 2017

The Director of Graduate School

Prof. Dr. Khudzaifah Dimyati
STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “English Teaching Learning Process for Slow Learner in Inclusive Class at SMP Al Firdaus in 2016/2017 Academic Year” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Name : Dewi Muliasari
ID Number : S 200 140 021
Department : Language Studies
Field of Study : English Education

Date : Surakarta, 18 April 2017
Signed : ______________________
(Dewi Muliasari)
MOTTO

"Barang siapa keluar untuk mencari ilmu,
maka dia berada di jalan Allah "
(HR.Turmuizi)

Our greatest weakness lies in giving up.
The most certain way to succeed is always to try just one more time.
(Thomas A. Edison)

“There is no limit of struggling”
(The writer)
DEDICATION

This research paper is dedicated to:

☞ My great “Bapak Ibuk”
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ENGLISH TEACHING LEARNING PROCESS OF SLOW LEARNER STUDENTS IN INCLUSIVE CLASS AT AL FIRDAUS SECONDARY SCHOOL IN 2016/2017 ACADEMIC YEAR

Dewi Muliasari
dewimuliasari27@gmail.com

Abstract

Inclusive education is a regular education which covers children with special needs inside. Through inclusive education, children with special needs are able to study together with normal students. So that there is no discrimination toward students with special needs. One kind of student with special needs with is slow learners. Slow learner is a students who has low level of mastering the material, slow learner cannot be classified as mental retardation. The objectives of this research are intended to get clear description of the English teaching learning process of inclusive class at SMP Al Firdaus. It covers; (1) the preparation of the teacher before teaching learning process, (2) the phase of English teaching learning process, (3) the problems faced by slow learner student; and (4) the solution toward the problem. The type of this research was a qualitative research. The subjects of this research were the English teacher and also shadow teacher. While the object of this research was the English teaching learning process for slow learner in inclusive class at class A of eight grade in SMP Al Firdaus. The data were collected using several techniques including observation, interview, and document analysis. The triangulation method was used to examine the data from interview with the result of observation and source triangulation to examine the information with the document. The results of this study showed that in the preparation of the teacher, subject I as an English teacher prepared media and learning resources, lesson plan, and also syllabus. While teacher R as shadow teacher did not prepare syllabus and lesson plan but she only prepared special media, learning resources, and individualized Educational Program for slow learner. The phases of the English teaching learning processes were done through three stages; the first, pre-instructional stage, instructional stage, and evaluation. In English teaching learning process there were some problems faced by slow learner and teacher I alongsides teacher R have some ways to solve the problems faced by slow learner. Both teacher I and also teacher R said that the main problem faced by slow learner is that slow learner is lack of vocabulary and he also has difficulty in memorizing new vocabulary. The solution is teacher I as English teacher always asks him to translate and teacher R as his shadow always gives him list of vocabulary related to the material.

Keywords: teaching learning, English, inclusive, slow learner.
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Dewi Muliasari
dewimuliasari27@gmail.com

Abstract

Pendidikan inklusi adalah pendidikan reguler yang di dalamnya terdapat anak berkebutuhan khusus. Dengan adanya pendidikan inklusi, anak berkebutuhan khusus bisa belajar bersama-sama dengan siswa reguler tanpa ada diskriminasi. Salah satu siswa berkebutuhan khusus adalah slow learner. Slow learner adalah siswa yang mempunyai kemampuan penguasaan materi yang rendah tetapi tidak bisa dikatakan sebagai anak tuna grahita. Tujuan penelitian ini adalah untuk mendeskripsikan pembelajaran bahasa Inggris pada kelas inklusi di Sekolah Menengah Al Firdaus. Pembelajaran bahasa Inggris meliputi; (1) persiapan guru sebelum mengajar, (2) tahap-tahap pembelajaran bahasa Inggris, (3) kesulitan yang dihadapi oleh siswa, dan (4) solusi terhadap permasalahan tersebut. Tipe penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah guru bahasa Inggris dan guru pendamping khusus. Sedangkan objek dari penelitian ini adalah pembelajaran bahasa Inggris di kelas inklusi pada kelas 8A SMP Al Firdaus. Data dari penelitian ini diperoleh dengan beberapa tehnik, yaitu observasi, wawancara, dan dokumentasi. Metode triangulasi digunakan untuk menguji data dari wawancara dan hasil observasi, sedangkan sumber triangulasi digunakan untuk menguji informasi dari dokumentasi. Hasil penelitian ini menunjukkan bahwa pada tahap kesiapan guru sebelum pembelajaran guru I menyiapkan silabus, RPP, media pembelajaran, dan sumber belajar. Sedangkan guru pendamping khusus hanya menyiapkan media, sumber belajar khusus, dan Program Pembelajaran Individu (PPI). Guru pendamping tidak menyiapkan silabus dan RPP. Pembelajaran bahasa Inggris di kelas inklusi melalui tiga tahap, yaitu tahap pendahuluan, inti, dan evaluasi. Ada beberapa masalah yang dihadapi oleh slow learner and baik guru bahasa Inggris maupun guru pendamping khusus melakukan beberapa hal untuk menyelesaikan dan mencari solusi atas permasalahan tersebut. Masalah utama yang dihadapi slow learner menurut guru bahasa Inggris dan guru pendamping khusus adalah kurangnya kosa kata yang dimiliki slow learner. Untuk mengatasi hal tersebut guru I yang merupakan guru bahasa Inggris selalu menyuruh slow learner untuk menterjemahkan sedangkan guru R sebagai guru pendamping khusus biasanya memberikan daftar kosa kata terkait dengan materi.

Kata Kunci: pembelajaran, bahasa Inggris, inklusi, slow learner