ENGLISH TEACHING UNDERSTOOD BY TEACHER OF INCLUSIVE CLASS “A PHENOMENOLOGICAL APPROACH”

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by:

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DEPARTMENT OF ENGLISH EDUCATION
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APPROVAL

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PUBLICATION ARTICLE

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Surakarta, October 3rd, 2017

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ENGLISH TEACHING UNDERSTOOD BY TEACHER OF INCLUSIVE CLASS “A PHENOMENOLOGICAL APPROACH”

ABSTRACT

This study is aimed at exploring the experience of English teaching and learning process at inclusive class as perceived by the teacher. The purpose of research is to know the teaching English experiences that appear in teaching and learning process at inclusive class and also to identify the difference between inclusive class and regular class. The Subject of this research is a teacher teaching at inclusive class and regular class. The researcher used hermeneutic phenomenological study as an approach to collect and analyze the data. The data is collected through interviews. The result of this research are (1) teaching English in Inclusive Class is relatively similar to regular class, and (2) the students at inclusive class needs special support.

Keywords: Phenomenological Approach, Inclusive Class

ABSTRAK


Kata Kunci: Pendekatan Fenomenologi, Kelas Inklusi

1. INTRODUCTION

There are many schools for children with special needs in Indonesia. The schools belong to inclusive school. The Victorian Government (2006) assume that inclusive school appreciate the various needs of their students, support both different styles and standard of learning and ascertain quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. Student learning at inclusive school have not much different service with
regular school. Fitria (2012: 90) and the Victorian government (2006: 2) believe that all government school students, including those with disabilities, additional learning needs, and regular students are entitled to an excellent education that provides them with a genuine opportunity to succeed and get a variety of support service and education in accordance with its needs.

The implementation of inclusive school in Indonesia employs curriculum adapted from the regular curriculum. The adaptive curriculum is modified accordance with the conditions, needs, and abilities for students with special needs. The modification process is not the same for all subjects. Certain subjects may need a lot of modifications but not for other subjects and one of subjects is English. English consist of writing, speaking, listening, and reading, may be one of the section can be modified compatible for students with special needs (Supriyanto, 2012: 31-34).

The strategies learning at regular school curriculum is refers to teaching centered. The teacher in regular curriculum is a central figure in the learning process and is seen as a center of information and knowledge. Teachers have a role as a facilitator, motivator and guider (Yuniarto, 2011: 15). While inclusive school curriculum refers to students centered, because inclusive school curriculum is adapted from the regular curriculum. Therefore, countless research about inclusive school or inclusive education more focus on students perspective and method of teaching than the teacher.

During teaching English, teachers may have experiences both good or bad with the students. Teachers are supposed to be creative in developing their teaching-learning process in inclusive school. They are important to make teaching learning process being great. As teachers, it certainly does have various methods of learning for the students with special needs (Prasetyaningsih, 2010: 2-4). Based on the importance of teacher developing English for children at inclusive school the writer is interested in conducting a research about “ENGLISH TEACHING UNDERSTOOD BY TEACHER OF INCLUSIVE CLASS “A PHENOMENOLOGICAL APPROACH”
2. RESEARCH METHOD

Type of this research is descriptive qualitative research. The subject of this research is English teacher who teach at inclusive school and also teach at regular school. The object of this research is the experience from English teachers who teach at inclusive school. This study used hermeneutic phenomenology which is centered on the subjective experiences of individuals or groups such as exposing the world through their life experiences. Technique of collecting data is interview.

3. FINDING AND DISCUSSION

In this chapter, the researcher presents the set emerging from the initial coding and thematizing exercise of the interview data collected from the research participants. The interview data focused on the teachers’ perception on English teaching experience at inclusive class. The emerging data set are organized under two explicative themes that were generated using the methods and approaches outlined in chapter 3. In this chapter the data set will be subjected to a hermeneutic phenomenological reflection and the findings from the study will be highlighted.

3.1 Finding

This chapter presents the findings in connection with the teachers’ perceptions on English teaching experience at inclusive class. The findings are two explicative themes. The explicative themes were elicited through the researcher’s initial interpretation of the data and by returning to the participants to check if these themes resonated with her understanding of her experiences of teaching were necessary. The themes are Teaching English in Inclusive Class is Relatively Similar to Regular Class and The Student at Inclusive Class Need Special Support, which are presented below with extracts from participants’ stories by way of illustration.
3.1.1. Teaching English in Inclusive Class is Relatively Similar to Regular Class

In this theme the participant revealed that the teaching method, the student’s intellectual ability, and the teaching’s aids are relatively similar to Regular Class. The theme is elaborated using following extracts from the participant.

“Eeeee teaching in inclusive class same as in regular class because inclusion that I teach is blind student and same intellectual ability so, is not inclusion like mm tchshh what is that from in terms of low IQ, that’s not they have same intellectual as regular class even ee more clever because she is blind, first rank, from a class she is first rank.” (Appendix 2)

“eeeee mengajar di kelas inklusif hamper sama mengajar di kelas regular biasa karena inklusinya yang saya ajar itu e tunanetra dan kemampuan intelektualnya sama jadi bukan inklusi yaaang apa mm tch shh apa itu dari segi IQ rendah itu gak mereka mempunyai intelektual sama dengan kelas regular bahkan ee lebih pandai karna dia tunanetra, peringkat satu, sekelas itu peringkat satu.”

“so, my teaching sistem is I treat same as.. as normal childrensimilar like others pray, and thenndelieverreeeeee material that I will teaacchh, an theenn reviewing previous material, theenn continue to material wichee I teach from mentioned..” (Appendix 2)

“jadi sistim saya mengajar itu saya perlakukan sama dengan.. dengaaan anak-anak yang ini normal sama seperti yang lain do’a, kemudiaaan menyampaikan eeee materi yang saya akan ajarkan, terus kemudian review materi sebelumnya, kemudian lanjut ke materi yang e saya ajarkan dari tersebut..”
“Same as we usually explain, even the book is similar because ee when I eehmmee there an exercise book that I gave her at home she scan first. Material for next week this... this... this material..shess already scan it first at home then, when studies she is ready.” (Appendix 2)

“One that make me this.. this before yaaee most clever at class first rank there is competition yesterday at..... champion at TIC contest that the most delight eventhough she is student with special needs I treat her same but there is nooo obstacle for me and there is no obstacle for her always walking as it is, the homework always done, example there is assignment always done that all.... even her notes more complete han her friends. When listening lesson, she is most prominent because her ears is her eyes, so yaa her listening score also good rather than others, at the very at... listening is good moreover others English lesson wich usually for reading and others. Because always for the button..the button tuts is English A, B, C, D, E, then she eeforl listening lesson she is prominent.” (Appendix 2)

“satu yang membuat saya ini.. ini tadi yaa ee paling pintar dikelas ranking satu ada juara kemarin lomba di ... juara lomba TIK yang paling menyenangkanya itu walaupun dia berkebutuhan khusus saya perlakukan sama tapi tidak adaaa kendala bagi saya dan tidak ada kendala bagi dia selalu berjalan seperti apa adanya, gak ada masalah. PR selalu mengerjakan missal ada tugas selalu mengerjakan ini semua.. bahkan catatannya lebih lengkap daripada yang teman-temannya. Ketika pelajaran listening, dia paling menonjol karena ibaratnya telinga dia adalah mata, jadiyaa listening memang nilainya juga bagus daripada
The Student at Inclusive Class Need Special Support

The second theme, the researcher found that students with special needs, they need special support. Although the teaching English at inclusive class relatively same as regular class, the student with special needs still require from intern special support like her teacher or extern special support like a special tools. The following extracts help to elicit this theme.

“From lesson hours ee what shift all the lesson her notes yaa her teacher explain her friends take a note she also take a note using laptop, all.... all what is in that laptop the button have sound A, B, C, D like that. The folders..where the folders is she remember the notes. And then.... she have two notes, one in laptop and one in Braille.” (Appendix 2)

“dari jam pelajaraneeapa shift semua maple catatannya yaa gurunya menerangkan temannya mencatat dia juga mencatat pake laptop, semua.. semua aa apa di laptop itu tombolnya bisa bunyi A, B, C, D ituuu. Folder-foldere.. foldernya dimana hafal catat apa. Jadi kemuu.. dia punya dua catatan, catatan yang ada di laptop sama catatan yang ada di menggunakan huruf braille.”

“Because every... every single she knew it ee the word mentioned word by word, the sound per word then no problem for reading lesson, moreover listening. So, example we listening exam, we just play it she will type it because number one is A two is what that’s no problem. Reading have not problem moreover listening lesson, even long teks, she can read it, because each word S, O someone is bla... bla.... bla... S, O, M, E..”(Appendix 2)

Karena setiap.. setiap pasti yang dia tau ini ee huruf berjalan ini nantikan bunyi per huruf, bunyi per huruf terus kemudian gak masalah untuk pelajaran
reading, apalagi listening gitu. Jadi missal kita ulangan listening kita puter saja dia ngetik sendiri karena nomer satu A dua apa gitu gak masalah. Reading aja gak masalah apalagi pelajaran listening, tek spanjang pun dia juga bisa baca, kan setiap huruf S, O someone is bla..bla...bla... S, O, M, E..”

“No, no because she use earphone what is this headset? Yes use headset, so every button have sound just the reading she is very slowly, she should know per word like someone is nenenene like that, because the sound of the button is per words.” (Appendix 2)

“tidak, tidak karena diamenggunakan apa earphone apa ini headset yaa pake headset, jadi setiap tombol yang bunyi Cuma readingnya dia kan pelan-pelan dia harus tau perhuruf kan someone is nenene gituu, karena bunyi tombolnya perhuruf.”

“All this time the is no big problem, an theensshee just a little bit example because scan result, the result of scan from the book is usually eee maybe there is cut edge, I just help a little bit. “maam this print out why like this...this...this the print out should....” sometimes the scan on the edge is invisible, I just help her. But for the folders her notes she already memorize all.” (Appendix 2)

“selama ini kendala tidak terlalu berarti, kemudiaan diaa hanya sedikit-sedikit missal karena hasil scan, hasil buku paketnya di scan itu kan biasanya eee mungkin ada yang terpotong bagian pinggir-pinggirnya itu saya hanya membantu sedikit saja. “bu ini kok printnya seperti ini..ini..ini kok printnya seperti ini oh harus.. kadang yang scan yang dipinggir-pinggir aja itu gak kelihatan saya bantu gitu aja. Tapi untuk folder-folder dia catatannya apa wis dia sudah hafal semua.”

“If have assignment, if have exam she answer using laptop then she email me or send the answer to my WA. So her handphone is also android same lie us. Ee after done the daily exam her friends collect in
hard design (using paper) she collect in soft design to us...WA or email.” (Appendix 2)

“Kalau ada tugas, kalau ada ulangan dia menjawab menggunakan laptop kemudian dia kirim email ke saya atau kirim WA jawaban itu dikirim WA ke saya. Jadi handphone dia itu juga android sama seperti kita. Ee selesai mengerjakan ulangan harian temannya mengumpulkan dalam bentuk hard (bentuk kertas) dia mengumpulkan dalam bentuk soft dikirim ke kita.. WA atau email.”

“Using answer sheets the others using answer sheets.. the others using answer sheets I write if number one B I do her writing, her type I hand writing. I make it one for physical evidence that she already done the exam. .......... the exam like that so, this sistem her friends collecting she send it from WA and the I write it. The teacher is so nice right?” (Appendix 2)

“pake ljk yang lain kan ljk.. yang lain menggunakan Lembar Jawab saya tulis kalau satu B saya kerjakan tulisan dia, ketikan dia saya tulis tangan gitu. Saya jadikan satu jadi untuk bukti fisik bahwa dia sudah ikut mengerjakan itu...................... ulangannya begitu jadi ini sistim teman dia mengumpulkan diamengirimnya lewat WA kemudian saya menuliskan. Baik hati ya gurunya ya?”

3.2. Discussion

3.2.1. Teaching English in Inclusive Class is Relatively Similar to Regular Class

According to Widyastono (2004), Regular classes are organized based on the applicable national curriculum. In the regular class all students are given the same treatment regardless of their difference in ability. In these theme as can be seen through the participant describing the inclusive class condition and the regular condition are same. The participant revealed that the teaching method, the student’s intelectual ability, and the teaching’s aids are relatively
similar to regular class. The theme is elaborated using following extracts from the participant.

“Eeeee teaching in inclusive class same as in regular class because inclusion that I teach is blind student and same intelectual ability so, is not inclusion like mm tchshh what is that from in terms of low IQ, that’s not they have same intelectual as regular class even ee more clever because she is blind, first rank, from a class she is first rank.” (Appendix 2)

Based on the quotation above, the participant explained that the student’s IQ at inclusive class relatively similar with the regular class, even smarter than the regular class. This statement contrast with Rahaman (2011) who said that teachers feel anxiety in dealing with students with special needs in terms of learning and behavioural difficulties reflected negative aspects of inclusive education practice. And also the method of teaching English at inclusive class as well as at regular class such as evidence of a conversation below.

“So, my teaching sistem is I treat same as.. as normal childrens similar like others pray, and theenndeliveerrreeee material that I will teaacchh, an theen reviewing previous material, theenn continue to material wichee I teach from mentioned..” (Appendix 2)

Based on the quotation above, the participants explained that the teaching English method at inclusive class as same as the regular class. Example like when delivering and reviewing the subject matter. Elisa & Wrastati (2013) stated that teachers’ attitudes consists of positive attitudes and negative attitudes. Hence, the participant treat the student at inclusive same as the regular student. Even the book for the English lesson at inclusive class as well as at regular class.
“Same as we usually explain, even the book is similar because ee when I eehmmee there an exercise book that I gave her at home she scan first. Material for next week this... this... this... this material...shess already scan it first at home then, when studies she is ready.” (Appendix 2)

Based on the quotation above, the participants tell if the book at the inclusive class same as the regular class. But, for student with special needs the participants will give the book or the exercises first before starting the lesson. Therefore, the student can learning English same as at regular class. Moreover, student at inclusive class can win a champion. The proof is in the following paragraph.

“One that make me this.. this before yaaee most clever at class first rank there is competition yesterday at..... champion at TIC contest that the most delight eventhough she is student with special needs I treat her same but there is nooo obstacle for me and there is no obstacle for her always walking as it is, the homework always done, example there is assignment always done that all..... even her notes more complete han her friends. When listening lesson, she is most prominent because her ears is her eyes, so yaa her listening score also good rather than others, at the very at... listening is good moreover others English lesson wich usually for reading and others. Because always for the button..the button tuts is English A, B, C, D, E, then she eeforl listening lesson she is prominent.” (Appendix 2)

Based on the quotation above, the participant tell about the inclusive class student have same intellectual as the regular class. Although, she is student with special needs but the participant treat her same as the regular school. She always did the homework and winning information and communication technology competitions. Puspitarini (2012) stated that inclusive education for teachers is to explore, develop and also applying new ideas through communication with students in school and society. Thereby, it can
be conclude that the participants explained that teaching English at inclusive class relatively same as regular class. The quotations above included in to related same as regular class because, the participants feel the same way when she teach at inclusive class or regular class.

3.2.2. The Student at Inclusive Class Need Special Support

Based on Inclusive Education Where there are few resources book by Sue Stubbs (2008) there are some models and approaches for inclusive education, one of them is Twin-track Approach focus on the learners who are susceptible to being accepted make sure they have the support and resources, in their families, communities and learning environments. Therefore, the student with special needs still require from intern special support like her teacher or extern special support like a special tools. The special tools is like special laptop that can make sound when we press the keyboard or a braille book. The theme is elaborated using following extracts from the participant.

“From lesson hours ee what shift all the lesson her notes yaa her teacher explain her friends take a note she also take a note using laptop, all.... all what is in that laptop the button have sound A, B, C, D like that. The folders...where the folders is she remember the notes. And then.... she have two notes, one in laptop and one in braille.” (Appendix 2)

Based on the quotation above, the participant explained that the student with special needs at inclusive class have two notes. The first note at her laptop and the second note in braille. The student have special laptop that can make sound when she pressed the keyboard.

“Because every... every single she knew it ee the word mentioned word by word, the sound per word
then no problem for reading lesson, moreover listening. So, example we listening exam, we just play it she will type it because number one is A two is what that’s no problem. Reading have not problem moreover listening lesson, even long teks, she can read it, because each word S, O someone is bla... bla.... bla... S, O, M, E..” (Appendix 2)

Based on the quotation above, the participants explained if the student with special needs laptop at inclusive class can read aloud the reading teks. The special laptop will read the text per letter by letter and the words. The special laptop is not intrusive because the student with special needs using her headset when she use the laptop.

“No, no because she use earphone what is this headset? Yes use headset, so every button have sound just the reading she is very slowly, she should know per word like someone is nenene like that, because the sound of the button is per words.” (Appendix 2)

Based on the quotation above, the participant answer the question from the interviewer about interference other because the laptop’s sound. The student with special needs at inclusive class also need a headset to reduces noise. According to Puspitarini (2012) the purpose of inclusive education for students is as a tool for students can learn to accept the differences and students able to overcome the differences. Even though there is some problem for the student with special needs can not scan the book.

“All this time the is no big problem, an theensshe just a little bit example because scan result, the result of scan from the book is usually eee maybe there is cut edge, I just help a little bit. “maam this print out why like this...this...this the print out should...” sometimes the scan on the edge is invisible, I just help her. But for the folders her notes she already memorize all.” (Appendix 2)
Based on the quotation above, the participant tell her experience when the student with special needs asked her to help her when her print book or scan note on problem. And then, for the assignment she use email or WhatsApp for send the answer to her teacher.

“If have assignment, if have exam she answer using laptop then she email me or send the answer to my WA. So her handphone is also android same lie us. Ee after done the daily exam her friends collect in hard design (using paper) she collect in soft design to us...WA or email.” (Appendix 2)

Based on the quotation above, the participant help the student with special needs with special treatment which is the student can collect her tasks via email or whatsapp. After that, the teacher will write the answer to the answer sheets.

“Using answer sheets the others using answer sheets.. the others using answer sheets I write if number one B I do her writing, her type I handwriting. I make it one for physical evidence that she already done the exam. .......... the exam like that so, this sistem her friends collecting she send it from WA and the I write it. The teacher is so nice right?” (Appendix 2)

Based on the quotation above, the participants tell if she transfer the student tasks from email or whatsapp to answer sheets for physical evidence. The statement above agree with Brothma, Gravett & Swart (2000) who stated that the successful implementation of inclusive education is taking the importance of teachers’ attitude as a point of departure. Accordingly from all the quotation above, we can define that the student at inclusive class need special support like special laptop or aid from her teacher.
4. CONCLUSION

Build upon the previous analysis, the researcher draws the following conclusion. The participant tell us about her experience and her problem which experienced during she teaching at inclusive class. Based on the finding before, can be concluded that the assumption that inclusive class with regular class is different need to be scrutinized, because with the previous findings it is recommended that both classes are relatively similar. Implies that all stack holder of inclusive school or regular school should be aware the situation in which inclusive student might be having a similar or relatively same capability also for the policy to accommodate student with special needs. Therefore, the support of the technical aims or support to student with special needs should be promoted.

REFERENCES


