

CHAPTER I

INTRODUCTION

A. Background of the Study

The qualified human resource is an important thing used to build up an organization especially a school to produce the high quality outputs which have the competence in global competition. For achieving it, a school should fulfil the requirements which make it real. Mulyasa (2006:3) describes that there are three main elements which must be fulfilled to improve the human source development such as the proper building, the qualified books, and the professional educators. The characteristic of professional educators/ teachers can be seen on how they can manage everything regarding to teaching, starting from preparation, implementation, and evaluation which can be said as management. In this case, management is considered very important in implementing a teaching program to attain the goal. Knootz and O'Donnel (Ramasamy, 2014: 4) describe that:

“Management is the creation and maintenance of an internal environment in an enterprise where individuals, working in groups, can perform efficiently and effectively towards the attainment of group goals. It is the art of getting the work done through and with people in formally organised groups.”

Based on the definition above, management becomes the key of successful goal for individual or group in an environment. In a school, teachers and student are collaborated each other to reach the goal. The statement is also supported by Arikunto and Yuliana (2008: 20) who mention that there are main reasons of management in an organization such as (1) achieving goal

which means management makes easier the achievement of personal or organizational goals, then (2) maintaining the balance of the conflicting objectives, management balance the conflicting objectives and activities between parties in the organization, and (3) achieving efficiency and effectiveness, the efficiency and effectiveness is a measure of organization's achievement. Of course, in applying the good management, teachers always face the problems regarding to teaching, they usually face the learners in different background and their individual behaviour, curriculum with its components, and learning source or material with its main elaboration. They should need the mature preparation to do everything which encourages the successful teaching learning. Thus, the environment in teaching learning or classroom should be managed professionally in order to create the structured activities as they prepare before applying teaching. Besides, the teachers know that their classroom is always dynamic in creating the behavior, mentality and attitude of every learner, so they are also ready to face every condition which happens there although it is not similar with their prediction.

The preparation created by teachers before teaching a classroom actually influences whether the teaching learning process can run well or not. One of them is lesson plan. Teacher should think what they will give for students in order to reach the goal of teaching learning. Planning lesson is much more difficult than delivering the lessons for students. Fauziati (2015:7) mentions that planning lesson starts by looking into the curriculum standards and develop the content of instruction which matches these standards. Based

on the description above, the lesson plan can be said that the list of course description which consists of the instruction of activities which are standardized towards the curriculum adopted by the school. Later, the lesson plan is projected to classroom activities for teaching learning process, starting at opening until closing in every classroom meeting.

A school must apply the standard curriculum which composed by the Government. According to *Kementarian Pendidikan* (1968), curriculum is an educational response to the needs of the nation and its people in relation to the development of human resources and, pedagogically, serves to plan education that provides opportunities for students to develop their talents and abilities in the process of learning. In Indonesia, the Government has released a new curriculum which is expected to fulfil the need of educational system in this latest era. Regarding this statement, the school is needed to create the programs that are appropriate with the requirements of curriculum. These programs should produce the result which is expected on the curriculum. For this reason, the teachers and the other member of school must be coordinated together by the good management that supervised by a Head Master. To apply a program, first, teacher needs to understand the objective of the program and selecting the material and the teaching media which is appropriate to run the program, then teacher needs to compose how the way to teach lesson well that impacts on how it can be learnt by learner through selecting the best teaching method.

English has four skills. Reading is one of those skills which is very important and should be mastered by everyone. According to Clark in Simanjuntak (1998:15) he describes that “reading is as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning”. It means the activity of reading which is comprehending a text, taking the information provided by the eyes, and relating its information to the subject of the text need the truly more work of brain. In the other word, everybody needs thinking deeply to do that.

For some foreign language learner consider that understanding message or meaning from a text becomes a difficult part in learning. This case is caused by many things in English skill are involved from reading text. Harmer in Fauziati (2015: 113) mentions that reading texts provide the vocabulary, grammar, pronunciation, and even good models for English writing – the way sentences, paragraphs, or texts are constructed. For this issue, the English teachers of schools must provide the best way in teaching which can influence the learners to improve their reading skill. It is not a simply problem. According Richards and Lockhart (2006:29), “teaching means the terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners”. Based on this explanation, teaching reading can be meant as some acts that conducted by teacher for giving instruction and information to learners in order to improve their ability in understanding reading text.

As the explanation of reading skill above, this skill is considered as difficult part because it needs thinking deeply to comprehend the text. When teachers are teaching reading in general class which consists of normal learners, the reading purpose actually is easier to be achieved through teaching methods and media are usually used during its process. The teachers just command and give some instruction to learners then they will do that directly. This case is different in result when the teachers face the learners in special need. They will get obstacles such as in transferring the material, idea, even instruction compared teaching some normal learner. Most of people say that learners in special need must get inclusive education. In *Peraturan Menteri Pendidikan Nasional 70/2009 about Pendidikan Inklusi bagi Peserta Didik Yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan Bakat Istimewa*, inclusive education is defined as an implementation of education which gives an opportunity for all learners including those who are disabled and those who are gifted and talented to have regular class together with their peers. In this issue, they have the equal right to join in class activities and compete with others to reach the best achievement.

In fact, there is a problem occurs in some school such as when teachers are teaching in classroom, they mix between normal learners and learners in special need. The problem is that learners in special need have different characteristics such as in communication and social interaction than normal learners. For learners in special need, they usually have the characteristics

which look complicated, this case makes the process goes on difficult for them in receiving English material especially in reading text. Moreover, during teaching learning process, it depends on how the way of teaching in classroom. Especially for learners in special needs, they usually imitate or act something based on what they want to do. So, they need a supported environment, and interesting topics in teaching reading skill which presented by the teachers in an inclusive class. Thus, teachers must to be supported in the development of their appropriate teaching skills and effective practices which composed in their plan to create the successful management of inclusive class.

MAN 2 Klaten is the only one inclusive school which referred by the government especially in Klaten area. This school accepts the learners in special need which located to the class and mixing with normal learners. In every class, it consists of the normal learners in various characters collaborated with learners who have a limitation or special need especially in during teaching reading where teachers must teach with attracting teaching style and motivate the learners to think deeper for understanding a text. Most of people have often the curiosity to know whether the management applied by teacher especially in teaching reading skill can create the comfort learning situation and competitive atmosphere between the normal learners and the learners in special need so it can achieve the goal of teaching learning especially in teaching reading.

Based on the explanation above, the researcher considers that this case is very interesting and proper to be researched. Thus, he decides to conduct a research entitled “Management of Teaching Reading Skill of Inclusive Class (Case Study of MAN 2 Klaten on 2017/2018 Academic Year)”.

B. Problem Statement

Based on the background of the study above, the researcher formulates the problem statements as follows:

1. How is the preparation of teaching reading skill of inclusive class?
2. How is the implementation of teaching reading skill of inclusive class?
3. How is the evaluation of teaching reading skill of inclusive class by Head Master?

C. Objective of the Study

From the problem statement above, the researcher formulates the objective of the study which can be seen as below:

1. To analyze the preparation of teaching reading skill of inclusive class.
2. To describe the implementation of teaching reading skill of inclusive class.
3. To describe the evaluation of teaching reading skill of inclusive class by Head Master.

D. Benefit of the Study

This research gives several benefits theoretically and practically which can be seen as follows:

1. Theoretical Benefit

The result of this research can give the information of the model of managing teaching reading in inclusive school. Then, the result of this study is also expected to a part of the body of the knowledge in foreign language teaching.

2. Practical Benefit

- a. For the English Teachers

This study can give information about a management of teaching reading, the implementation of teaching reading skill, and inclusive environment, thus, for the future, they are expected to improve and develop their teaching skill which is affected towards the result of their teaching learning process.

- b. For the Principal

This study can give the useful information about model of supervision towards teaching system which can motivate the teachers to work well for the future.

- c. For the Future Researchers

This result of this research can be an insight in developing their further research about the model of managing teaching reading especially in inclusive school.

E. Research Paper Organization

This research is divided into five chapters. Chapter I is introduction. This chapter consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is literature review. It consists of previous study which presents some previous researches which have the relation of the issue about management of teaching reading skill of inclusive class. Then, theoretical review contains theories about management, curriculum, teaching reading, and inclusive class. At the last part of this chapter is theoretical framework, it presents the brief of how the research is conducted and it is completed by the graph in order to be easier to understand.

Chapter III is research method. It presents research type, research object, data and data source, technique of collecting data, data validity, and technique of analyzing data.

Chapter IV presents data analysis, research finding and discussion based on the problem statement which has been formulated.

Chapter V presents conclusion, educational implication, and suggestion.