

**TEACHERS' STRATEGIES TO TEACH ENGLISH FOR
YOUNG LEARNERS WITH SPECIAL NEEDS IN INCLUSIVE
SCHOOL**

THESIS



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**MAGISTER OF ENGLISH EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2023**

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WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL**

THESIS

**Submitted to the Magister of English
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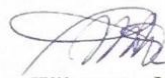
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Herewith, I testify that thesis entitled “TEACHERS’ STRATEGIES TO TEACH ENGLISH FOR YOUNG LEARNERS WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL” is an original and authentic work written by myself. There is no plagiarism in this thesis. As far as I know, there is no literary work which been raised to obtain Postgraduate School of University. Not there are obtain masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

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

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TEACHERS' STRATEGIES TO TEACH ENGLISH FOR YOUNG LEARNERS WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL

Abstrak

Status bahasa Inggris di sekolah dasar sendiri adalah sebagai muatan lokal dan sebagai mata pelajaran tambahan di sekolah. Sebagian besar sekolah di Indonesia, khususnya sekolah dasar, tidak memposisikan bahasa Inggris sebagai mata pelajaran wajib. Namun meskipun bahasa Inggris bukan mata pelajaran utama, namun mata pelajaran bahasa Inggris sendiri mempunyai peran strategis dalam mempersiapkan siswa sejak dini menghadapi pergaulan global. Penelitian ini bertujuan untuk menganalisis strategi apa saja yang diterapkan guru kepada peserta didik muda berkebutuhan khusus dalam memperkenalkan dan mengajarkan bahasa Inggris kepada mereka. Penelitian ini menggunakan desain penelitian kualitatif studi kasus penelitian ini, peneliti mengumpulkan data penelitian dengan menggunakan pedoman wawancara dan pedoman observasi sebagai instrumen dalam pengumpulan data, kemudian menuliskan hasilnya dan mengambil poin-poin penting dari hasil penelitian untuk ditulis dan dianalisis dalam bagian hasil dan pembahasan penelitian ini. Subyek penelitian dalam penelitian ini adalah 3 orang guru, 3 orang orang tua, seorang kepala sekolah dan seorang koordinator inklusi. Penelitian ini menemukan bahwa strategi pengajaran yang digunakan oleh guru berbeda-beda tergantung pada kondisi peserta didik muda berkebutuhan khusus pada khususnya. Setiap siswa mempunyai kurikulum dan strategi yang berbeda. Implikasi dari penelitian ini adalah guru pendamping peserta didik berkebutuhan khusus menjadi lebih menyadari betapa pentingnya strategi pengajaran yang disesuaikan dengan kemampuan siswa. Selain itu, guru juga mendapatkan ide-ide baru dalam menerapkan berbagai strategi pengajaran. Saran bagi peneliti selanjutnya khususnya yang mempunyai permasalahan yang sama dan tertarik untuk melakukan penelitian, semoga penelitian ini dapat dijadikan referensi. Diharapkan akan ada penelitian lebih lanjut mengenai strategi pengajaran bahasa Inggris pada pembelajar muda berkebutuhan khusus dengan pembahasan yang lebih spesifik atau lebih luas. Penelitian ini mengkaji strategi pengajaran bahasa Inggris kepada pelajar muda autis, disabilitas intelektual, dan tunarungu. Strategi ini diterapkan oleh guru yang mengajar di sekolah berbasis kecerdasan majemuk dimana sekolah tersebut juga menerapkan satu siswa berkebutuhan khusus yang ditangani oleh satu orang guru pendamping.

Kata Kunci : Siswa berkebutuhan khusus; strategi; inklusi

Abstract

The status of English in elementary school itself is as local content and as an additional subject at school. Most schools in Indonesia, especially elementary schools, do not position English as a compulsory subject. However, even though English is not the main subject, the English subject itself has a strategic role in preparing students from an early age to face global association. This study aims to analyze what strategies are applied by teachers to young learners with special needs in introducing and teaching English to them. This study used the case study qualitative research design this study, the researcher collected research data using an interview guide and observation guide as instruments in data collection, then wrote down the results and took important points from the research results to be written down and analyzed in the results and discussion section of this research. The research subjects in this study are 3 teachers, 3 parents, a headmaster and an inclusion coordinator. This study found that the teaching strategies used by teachers vary depending on the conditions of young learners with special needs in particular. Each student has a different curriculum and strategy. The implication of this research is that accompanying teachers for young learners with special needs become more aware of how important it is to have teaching strategies that are adapted to students' abilities. Apart from that, teachers also get new ideas in implementing various teaching strategies. The suggestions for future researchers, especially those who have the same problem and are interested in conducting research, suggest that this research can be used as a reference. Hopefully there will be further research regarding strategies for teaching English to young learners with special needs with more specific or broader discussions. This study examines strategies for teaching English to young learners with autism, intellectual disability and deafness. This strategy is implemented by teachers who teach in multiple intelligence-based schools where the school also applies one student with special needs handled by one accompanying teacher.

Keywords: Young learners with special needs; strategy; inclusion

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