



**THE APPLICATION OF TEACHING ENGLISH TO SEVEN GRADE
STUDENT'S IN AN INCLUSIVE CLASS OF YBPK JUNIOR HIGH
SCHOOL KEDIRI IN ACADEMIC YEAR 2015/2016**

SKRIPSI



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NPM 12.1.01.08.0026**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 9, 2016

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APPROVAL SHEET

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ABSTRACT

Inclusive class is a class for students with special need to get the education as students in general, to increase their participation in learning, cultures and communities, and reducing exclusion in education. Teaching English in an inclusive class is important and not easy, it is important because they have special need and different with the other students in general and quite difficult to interact with the students. In this research, the researcher used qualitative research. It describes developing material and classroom management applied by the seventh grade teacher of SMP YPBK Kediri. The subject of this research is the teacher of the seventh grade SMP YPBK Kediri. The techniques of collecting data in this research were observation and interview. In analyzing the data, the researcher used familiarization and organization the data, coding and reduction, interpreting and representing. There are two points that can be discovered from this research. (1) The teacher develops the material by adapting and adding the material, adds the list of vocabulary, replacing material and modifying the task. (2) The teacher managed the classroom by considering some aspect; sight, sound and comfort, seating arrangements, voice and body language and discipline. From the result, the researcher concluded that the teacher should improve her ability and her skill to develop the material especially in arranged the task and material by considering the students need and students conditions. The teacher should used media to attract the students in teaching learning process and managed the class as well as by applying group work and arranging the students sheet in order to give a chance between difable and undifable students to work together without feel different each other.

Key words: teaching English, inclusive class. material development, classroom management



I. Introduction

Nowadays, the children who have different abilities are facilitated by the government with special school that has been adapted to the level of ability differences. The schools that provide this facility are commonly known as the inclusive class.

Inclusive education is a system of education that gives the opportunity to all of the students who have different ability to get the education as the students in general. Moreover, UNICEF (2011:4) defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”.

Inclusive education is used to improve participation in learning, cultures, and communities and decrease exclusion in education for all the needs of learners. From these statements above, the researcher concluded that inclusion is providing specially designed instruction and supports for students with special needs in the context of regular education settings. It means that all students in a school's attendance area are full members of that

school community and each student participates in the opportunities and responsibilities of the general education environment.

Teaching English in inclusive class is not an easy, there are some difficulties when teaching English in this class, according to Kraayenoord (2009:27) “Students had difficulties with spelling, punctuation, word sequencing and fluency”. Students in inclusive class have difficulty in spelling the word punctuation, word sequencing and difficult to pronounce the word fluency. Besides that, Coleman and Hooper (1992) as cited in Kraayenoord (2009:27) found that students with writing disorders also had difficulties with the rate at which they produced text, which is they were considerably slower than their peers and their written language lacked sophistication. Thus, because of the students with special need in inclusive class have some difficulties in learning language through listening, speaking, reading and also writing. The teacher should use a special technique to make easy in teaching learning process.

In Kediri there are some schools that have inclusive class and professional English teachers with good



personality and ability. One of them is SMP YBPK Kediri. In this school has inclusive class for difable students, from first grade until third grade. There is only one English teacher in there, she teaches from first grade until third grade. In teaching English, the teacher faced problem to teach inclusive class in this school. Difable student were difficult in understanding the material and difficult to do the instruction from the teacher. The most problems that faced by the teacher is to deliver the material and to make the difable students understand.

By knowing the background of the research which has been explained above, the research focus on the teaching English in inclusive classroom at class VII, and the material is descriptive text using flannel on the second semester. The research focuses in one class, because in that school only has one class in every grade. The scope of the research is the material development and classroom management of teaching English in inclusive class of YBPK Junior High School Kediri. She wants to know: (1) How does the teacher develop the materials in teaching English Applied by the Seven Grade Teacher in SMP

YPBK Kediri? (2) How does the teacher manage the classroom activity Applied by the Seven Grade Teacher in SMP YBPK Kediri?

II. Research Method

This research was carried out in SMP YBPK Kediri started from November 2015 until July 2016. This research is a case study and use qualitative approach. In collecting the data, the writer became full observer. The researcher collected the data through observation and interviewed the teacher during teaching learning process. The sources of the data in this study is qualitative data of the application of teaching English in inclusive class applied by the teacher of YBPK Junior High School Kediri in academic year 2015/2016. The data of this study was the information obtained from observation and interview.

The source of the data of this research was in form of the teacher activity during teaching learning process, which focused on material development and classroom management. Then she also got the data in form of documentation by asking her lesson plan, teaching media and everything which was used to support

teaching learning process. The obtain data were presented in the descriptive manner. The descriptive manner explained the result of the observation and interview.

In checking the validity of the research finding, the researcher used triangulation technique. Data triangulation was used to identify and analyze the data sources from different techniques. There are some kinds of triangulation such as methodological triangulation, researcher triangulation, theory triangulation, and data triangulation. Triangulation that used in this research is methodological triangulation. The researcher used methodological triangulation because this research used multiple methods, such as observation, interview, and documentation. In this research, observation used to collect the data such as the activity of teaching English inclusive class, the method and treatment to teach inclusive class, the material that used by the teacher and how the teacher managed the class to handle the students.

III. Research Findings, Discussion and Conclusion.

1. Developing Material

The teacher added the material with her own to make the explanation more clear by giving an example from one of her students rather than imagine something from paragraph in their textbook. The teacher added the list of vocabulary to completed kinds of vocabulary which not available in the textbook before they made descriptive text with their own. She replaced the material in the student's book with such kinds of activity rather than reading too much sentences in their book that made the students bored and confused. The last, she also modified the task that appropriate with her students. There were two types of task, the first for difable students and the second for undifable students. There were six questions in the form of multiple choice and two questions in the form of essay for regular students, five questions in the form of multiple choice without essay for difable students because most of difable in that class can not write correctly so that way the teacher gave the questions only in the form of multiple choice.



2. Classroom Management

Sight, sound and comfort are important aspect to supported classroom management runs well, the condition of the classroom is neat, clean and orderly in appearance. The teacher was able to manage her voice and his performance well. The teacher had a loud voice, and clear pronunciation. The students were able to catch his voice even though they sit in back row. She had rules in her class in order to make teaching learning process runs well. She asked difabel students seat with regular student, in order to give a chance to difable students making interaction with other students and more focus to the teacher explanation. The teacher always gave a chance for her students to make a small group and pair works in order to make the students more feasible to interact among students, they easy to shared and paid attention to the teacher and the lesson rather than seating in row, semi circles, U shape or moving seat. She also very disciplines and she had a good time management and discipline during teaching and learning process. She always came on time and she had deals with her students about certain case and gave the students punishments.

The researcher found that the teacher was adapting and adding the material with her own situation. The teacher added the material from another book and added the material from list of vocabulary in order to complete the material. The teacher was replacing material in order to engaging the students by having role play or activity to make dialogue in pairs rather than reading too much text book. The teacher modified the task by herself related to her students' conditions, she did not add from another book and another resource. She was arranged the questions by her, there are six questions in the form of multiple choice and two questions in the form of essay for regular students.

Moreover, the sight, sound and comfort are important aspect to supported classroom management runs well, the condition of the classroom is neat, clean and orderly in appearance. The teacher was able to manage her voice and his performance well. The teacher had a loud voice, and clear pronunciation. The students were able to catch his voice even though they sit in back row. Especially for difable students she were moved around the class to check her students and came to



their chair one by one to make sure that they still focused, heard her voice and touched them to make their concentration back again. In the beginning of the class before opened teaching learning process, she always control the seating arrangement. She had rules in her class in order to make teaching learning process runs well. She asked difabel students seat with regular student, in order to give a chance to difable students making interaction with other students and more focus to the teacher explanation. The teacher always gave a chance for her students to made a small group and pair work in order to made the students more feasible to interact among students, they more easy to shared and paid attention to the teacher and the lesson rather than seating in row, semi circles, U shape or moving seat. She also very discipline, because discipline became one of the crucial aspects in achieving the successful of teaching and learning process. The teacher has a good time management and discipline during teaching and learning process. She always came on time and she had deals with her students about certain case and gave the students punishments.

Those all the research finding taken from the observation, interview and documentation about material development and classroom management during teaching English in an inclusive class applied by seventh grade teacher of SMP YPBK Kediri and appropriate with some theory of developing material by Harmer and Richard book and theory of classroom management by Brown.

Conclusion

Based on the research result, the researcher concluded that in teaching English in an inclusive class the teacher develop the material and managed the classroom as good as possible in order to make her students understand about the material. Inclusive class consists of difable and undifable students were sitting together in one class when teaching learning process. There were four aspect of developing material that used by the English teacher were adding the material, adding the list of vocabulary, replacing material and the last modifying task. The teacher also manage the class by considering some aspect; sight, sound and comfort, voice



and body language, seating arrangement and discipline.

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