

**THE STUDY OF THE ENGLISH TEACHING-LEARNING PROCESS IN  
INCLUSIVE CLASS OF THE FIFTH GRADE OF AL FIRDAUS  
ELEMENTARY SCHOOL SURAKARTA IN ACADEMIC YEAR 2015/2016**



A Thesis

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K2211058

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as  
a Partial Fulfillment of the Requirements of Obtaining the Undergraduate Degree of  
Education in English

ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA

2016

## PRONOUNCEMENT

I would like to certify that the thesis entitled **THE STUDY OF THE ENGLISH TEACHING-LEARNING PROCESS IN INCLUSIVE CLASS OF THE FIFTH GRADE OF AL FIRDAUS ELEMENTARY SCHOOL SURAKARTA IN ACADEMIC YEAR 2015/2016** is really my own work. It is not plagiarism or made by others. Everything related to others' works are written in quotations, the sources of which are listed in the Bibliography.

If then, the pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, 09 - 01 - 2017



Muhamad Abdullah Mubarak

**APPROVAL OF THE CONSULTANS**

**THE STUDY OF THE ENGLISH TEACHING-LEARNING PROCESS IN  
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This thesis has been approved

Date 2016

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## LEGALIZATION OF THE EXAMINERS

This thesis has been examined the Board of the Examiners Teaching Training and Education Faculty of Sebelas Maret University and accepted as fulfillment of requirements for the Undergraduate Degree of Education in English.

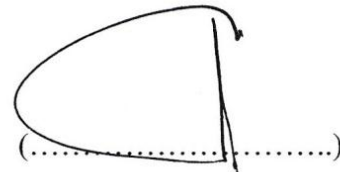
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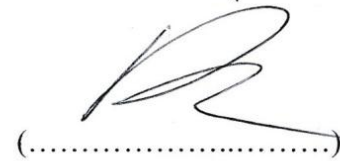
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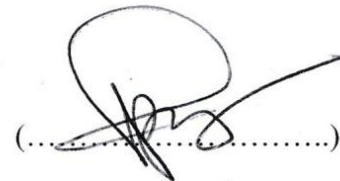
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## ABSTRACT

Muhamad Abdullah Mubarak. K2211058, **“THE STUDY OF THE ENGLISH TEACHING-LEARNING PROCESS IN INCLUSIVE CLASS OF THE FIFTH GRADE OF AL FIRDAUS ELEMENTARY SCHOOL SURAKARTA IN ACADEMIC YEAR 2015/2016”**. A Thesis. Teacher Training and Education Faculty, Sebelas Maret University. Surakarta 2016.

The aims of the research are (1) to describe the English teaching-learning process in the fifth grade of Al Firdaus Elementary School Surakarta including: planning, implementation, and evaluation; (2) to find out the problems that occurred in implementing inclusion program; and (3) to find out the solution of the problems in implementing inclusion program.

This research is a descriptive qualitative study conducted in April 2016 in Al Firdaus Elementary School Surakarta. The subjects of the research are the English teacher, shadow teachers, and students. Classroom observation, interview, and document analysis are used to collect the data. The data in this research are field note, result of interview, and documents. The validity of the data is important to check the credibility of collected data. Therefore, the researcher used data triangulation that involved collecting data in different times and with different people. Then, the data in this research were analyzed by interactive model of analysis involving reducing data, presenting data, and drawing conclusion.

The findings of the research show different teaching planning between regular and special needs students including curriculum, syllabi, and lesson plan. The modified curriculum is applied to special needs students based on their needs and category while KTSP curriculum is applied to regular students, but certain category of special needs students is included in regular student' needs such as slow learners. Weekly coordination is conducted by shadow teachers and teachers to adapt the material of lesson and the evaluation in the previous and upcoming week. However, English teaching-learning process is still separated between regular and special needs students in the classroom activity. Some problems are faced in implementing inclusion program such as creating suitable method, handling various characters of special needs students, changing uncooperative parents, improving teachers and shadow teachers competence, having limited space of rooms, and providing current therapy media.

*Keywords: case study, English teaching-learning, inclusive class.*

## ABSTRAK

Muhamad Abdullah Mubarak. K2211058, **“THE STUDY OF THE ENGLISH TEACHING-LEARNING PROCESS IN INCLUSIVE CLASS OF THE FIFTH GRADE OF AL FIRDAUS ELEMENTARY SCHOOL SURAKARTA IN ACADEMIC YEAR 2015/2016”**. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret. Surakarta 2016.

Tujuan dari penelitian adalah (1) untuk mendeskripsikan proses belajar-mengajar bahasa Inggris di kelas 5 di SD Al Firdaus Surakarta termasuk: perencanaan, pengampliasian, dan evaluasi; (2) untuk menemukan masalah yang terjadi dalam menerapkan program inklusi; (3) untuk menemukan solusi dari masalah tersebut.

Penelitian ini termasuk penelitian deksripsi kualitatif yang dilakukan pada bulan April 2016 di SD AL Firdaus Surakarta. Objek penelitian ini adalah guru bahasa Inggris, guru pendamping khusus, dan siswa. Dalam mengumpulkan data, peneliti menggunakan observasi kelas, wawancara dan dokumen. Data pada penelitian ini berupa catatan lapangan, hasil wawancara, dan dokumen. Validitas diperlukan untuk menguji kredibilitas dari data tersebut. Maka peneliti menggunakan teknik triangulasi data yang melibatkan pengumpulan data pada waktu yang berbeda dan informan yang berbeda. Lalu data tersebut dianalisis dengan model interaktif yang melibatkan mereduksi data, menampilkan data, dan membuat konklusi.

Hasil penelitian ini menunjukkan adanya perbedaan rencana pembelajaran antara siswa reguler dan siswa berkebutuhan khusus seperti kurikulum, silabus, dan RPP. Kurikulum modifikasi diterapkan pada siswa berkebutuhan khusus sesuai dengan kebutuhan dan kategorinya sedangkan kurikulum KTSP diperuntukan untuk siswa reguler tetapi terdapat kategori tertentu yang termasuk dalam siswa reguler seperti lamban belajar. Koordinasi mingguan diadakan oleh guru pendamping khusus dan guru mapel untuk mengadaptasi materi dan evaluasi pembelajaran pada minggu sebelumnya dan yang akan datang. Meskipun begitu, proses belajar mengajar bahasa Inggris masih terpisah antara siswa reguler dengan siswa berkebutuhan khusus dalam kegiatan kelas. Beberapa masalah dihadapi dalam penerapan program inklusi seperti metode yang sesuai, bermacam-macam karakter anak berkebutuhan khusus, orang tua yang tidak kooperatif, kompetensi guru pelajaran dan guru pendamping khusus, kurangnya ruangan, dan pengadaan media terapi terbaru.

*Kata kunci: studi kasus, proses belajar mengajar bahasa Inggris, kelas inklusif.*

## **MOTTO**

“Strength without love is nothing more than violence, and love without strength is powerless” (Doshin So)

## **DEDICATION**

This thesis is dedicated to:

- ❖ The Almighty God, Allah SWT
- ❖ Prophet, Muhammad peace be upon him
- ❖ My beloved parents, Mr. Muh. Ikhwan and Mrs. Kholilah
- ❖ My little sister who often disturbs me
- ❖ My future wife, Gege Adilfi Olifia who always supports me every time
- ❖ My close friends in PAS7 group
- ❖ My best friends, Simbah, Gundul and Kopetos
- ❖ My awesome friends in English Education Department
- ❖ My partner, all friends in Shorinji Kempo UNS



## ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin. Praise and thank to Allah the Almighty for His blessing and mercy to the writer. Sholawat and salam are always given to Muhammad peace be upon him. In this occasion, the writer would like to thankful for all supports, advices, guidance, and prays from many people. Therefore, the writer would like to express his deepest gratitude to:

1. Prof. Dr. Joko Nurkamto, M.Pd., the Dean of Teacher Training and Education Faculty of Sebelas Maret University;
2. Teguh Sarosa, SS., M.Hum, the Head of English Education Department;
3. Drs. Martono, M.A., the first advisor, who has carefully read and made several corrections for the improvement of this research and given valuable advice;
4. Hefy Sulistyawati, S.S, M.Pd., the second advisor, who has given guidance, excellent advice and idea to the writer;
5. All of the lecturers and staff of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University;
6. Anissa Rakhmawati S.Pd, the English teacher of the fifth grade of Al Firdaus Elementary School, who has given permission to observe in her class;
7. All shadow teachers, therapist, coordinator of inclusion program, and head master of Al Firdaus Elementary School who have helped me to collect the data;
8. His beloved parents, Mr. Muh. Ikhwan and Mrs. Kholilah thanks for your loves, supports, and cares;
9. His little sister, Nur Ikhwatun Rofiqoh thanks for your complain;
10. His lovely soul mate, Gege Adilfi Olifia thanks for your love and support;
11. His best friends Muhaimin Abdillah and Sugeng Wahyono;
12. All beloved friends in PAS7 who always support;

13. All his awesome friends in class B English Education Department 2011 who have shared the joy, spirit, and happiness.

14. Anyone who has prayed and helped for him.

The writer realizes this thesis is still far from being perfect, so it is expected that the readers give some critics and suggestions. Hopefully this thesis can give contributions to English Education.

Surakarta, November 2016

The writer

Muhamad Abdullah Mubarak