

**TEACHER CHALLENGES IN GIVING  
INSTRUCTIONAL SUPPORT SERVICES  
TO SLOW LEARNER STUDENTS  
IN INCLUSIVE ENGLISH CLASS**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S. Pd) in Teaching English



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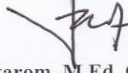
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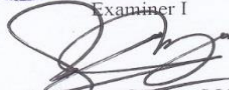
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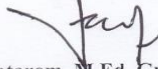
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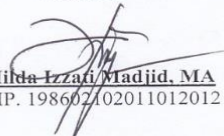
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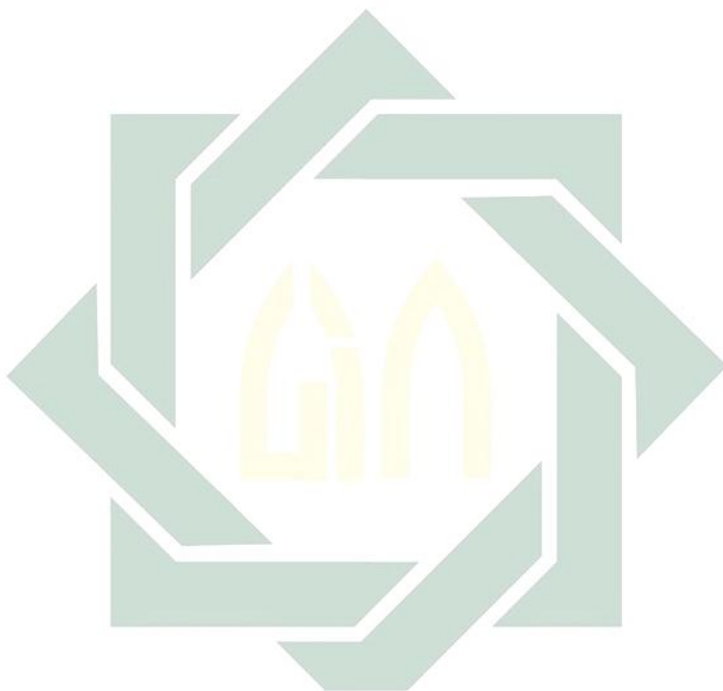
## ABSTRACT

**Rizki, Putri Ainur.** (2019) *“Teacher Challenges in Giving Instructional Support Services to Slow Learner Students in Inclusive English Class.”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: **Drs. Muhtarom, M.Ed, Gred, Dip.Tesol**, Advisor II: **Siti Asmiyah, M.TESOL**

Key Word : *Challenge, Instructional Support Services, Teaching English*

Teaching English in inclusive class is not easy for beginner or experienced teacher since there are some students who need special attention. Therefore, English teacher who teach in inclusive English class is expected to be able to provide Instructional Support Services and appropriate strategies for teaching students with special needs such as slow learner students. Instructional support services is the procedures to maximize the process of teaching inclusive English class. Qualitative case study investigated the challenges faced by English teacher in giving Instructional Support Services in inclusive English class and the strategies dealing with these challenges. Observation checklist by Tomlinson and Allan and interview guidelines are used as instruments of this study. Observation was conducted in three times for an English teacher in 3 different classes to find out the challenges faced by the teacher. The study was also interviewed to explore the strategies used by teachers in dealing with these challenges. The result of this study indicates that teacher faced four types of challenges, would to (1) content: difficulties in providing concrete material, (2) process: difficulties in managing time, (3) product: difficulties in assessment, and (4) learning environment: large classes and untrained teachers without collaboration with special education. To overcome these challenges, the teacher used several types of strategies such as using appropriate materials, developing appropriate practice, collaboration and instructional teaming with other teachers or professionals, and support from the school and the environment.

This findings can be reference for the school and Ministry of Education to provide appropriate teacher training or workshop for English teacher in inclusive class.



## ABSTRAK

**Rizki, Putri Ainur.** (2019) *“Teacher Challenges in Giving Instructional Support Services to Slow Learner Students in Inclusive English Class.”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing I: **Drs. Muhtarom, M.Ed, Gred, Dip.Tesol**, Pembimbing II: **Siti Asmiyah, M.TESOL**

Key Word : *Challenge, Instructional Support Services, Teaching English.*

Pengajaran Bahasa Inggris di kelas inklusif bukanlah hal yang mudah untuk guru pemula maupun yang sudah berpengalaman, karena di kelas inklusif terdapat beberapa siswa yang membutuhkan perhatian khusus. Oleh sebab itu, guru Bahasa Inggris yang mengajar di kelas tersebut diharapkan mampu memberikan layanan dukungan instruksional dan strategi yang tepat untuk mengajar siswa yang berkebutuhan khusus seperti siswa yang lambat belajar di kelas inklusif Bahasa Inggris. Layanan dukungan instruksional adalah prosedur untuk memaksimalkan proses pengajaran kelas bahasa Inggris inklusif. Penelitian ini menyelidiki tantangan yang dihadapi guru Bahasa Inggris dalam memberikan ISS di kelas inklusif Bahasa Inggris dan strategi dalam menghadapi tantangan tersebut. Daftar pengamatan dari teori Tomlinson dan Allan serta pedoman wawancara digunakan sebagai instrumen penelitian ini. Pengamatan dilakukan sebanyak tiga kali untuk satu guru bahasa Inggris di kelas yang berbeda untuk mengetahui tantangan yang dihadapi oleh guru. Selain itu, peneliti juga melakukan wawancara dengan guru untuk mengetahui strategi yang digunakan oleh guru dalam menghadapi tantangan tersebut. Hasil penelitian ini menunjukkan bahwa guru menghadapi empat jenis tantangan, yaitu (1) konten: kesulitan menyediakan materi yang konkret, (2) proses: kesulitan dalam mengatur waktu, (3) produk/ hasil kerja: kesulitan dalam penilaian, dan (4) lingkungan pembelajaran: kelas besar dan guru yang tidak mengikuti training serta tidak ada guru pendamping untuk siswa yang lambat belajar. Untuk mengatasi tantangan tersebut, guru menggunakan beberapa jenis



strategi seperti menggunakan materi yang sesuai dengan kebutuhan siswa, menggunakan pengembangan pembelajaran, berkolaborasi dengan guru yang sudah memiliki kompetensi di bidang kelas inklusif, serta dukungan dari pihak sekolah maupun lingkungan. Dengan demikian, hasil penemuan dapat digunakan sebagai referensi untuk sekolah dan Menteri Pendidikan dalam menyediakan pelatihan guru yang sesuai atau workshop untuk guru Bahasa Inggris yang mengajar dikelas inklusif.



## *Acknowledgement*

Praising to **Allah Subhanahu Wa Ta'ala**, for his plenty of mercy and blessing, so that author can complete the thesis, untitled: "Teacher Challenges in Giving Instructional Support Services in Inclusive English Class in SMAN 1 Porong, Sidoarjo". This thesis completed in order to obtain a Bachelor Degree of English Teacher Education Department at UIN Sunan Ampel Surabaya.

Thanks and appreciation is given to **Mr.Salik**, as a Principal of the Language Department of Tarbiyah Faculty, and **Mrs. Asmiyah** as a Principal of English Language Department for providing me with all the necessary facilities for the research.

Thanks and appreciation is given to all lecturers in the English Teacher Education Department, who gave advices and supports in this research. Appreciation and thanks the author gave to **Mr.Muhtarom** as a Advisor I and **Mrs. Asmiyah** as a Advisor II which has helped, supported and guided this thesis.

Sincerely thanks to the author parents, **Mr.Supono** and **Mrs.Sriyunaini** who have put their love, affection, attention and support to the author to do this thesis. May Allah always gives them grace, health, gift, and blessing. The author also grateful to all of friends who supported this research from beginning till the end.

The last is the author realized that in this thesis is still far from perfection. Therefore, the author receives suggestion and criticism pleasurably, in order to build for the sake of perfection and may be useful for us. Amin.

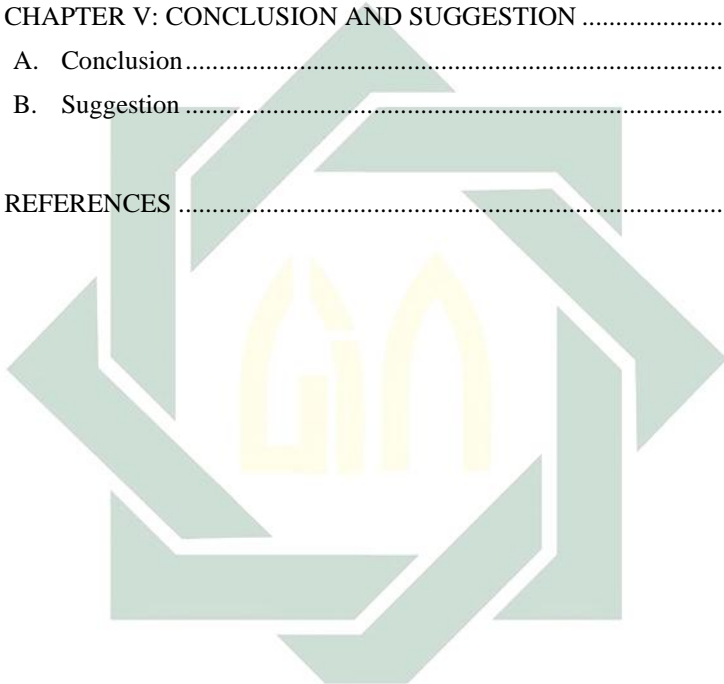
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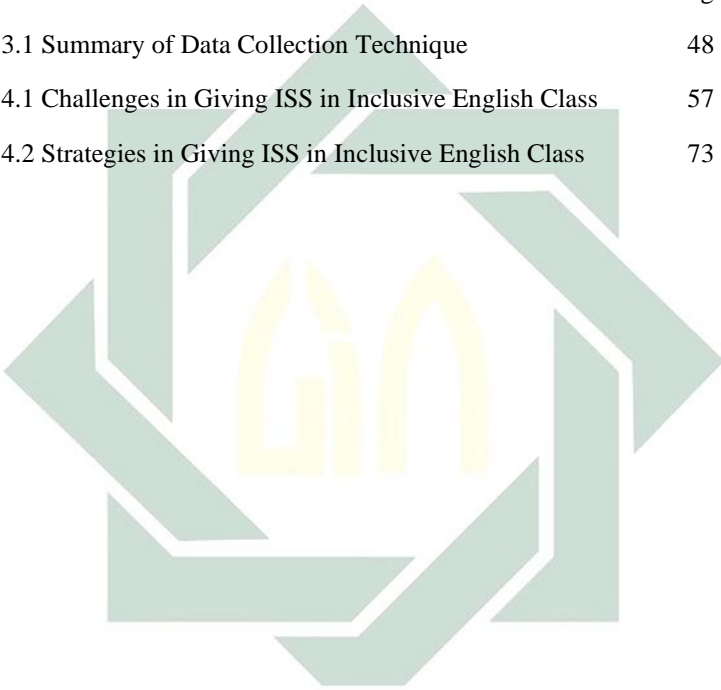
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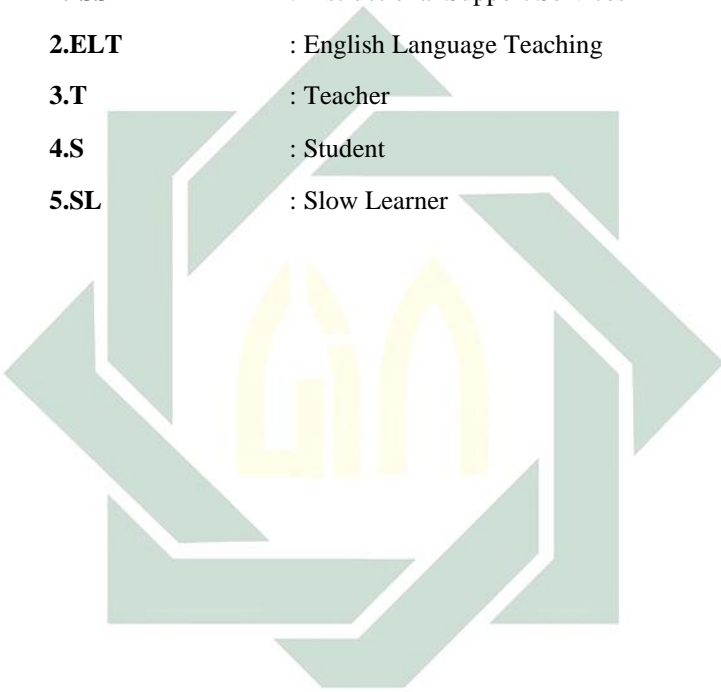
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## LIST OF ABBREVIATIONS

1. **ISS** : Instructional Support Services
2. **ELT** : English Language Teaching
3. **T** : Teacher
4. **S** : Student
5. **SL** : Slow Learner



## **LIST OF APPENDICES**

- 1. APPENDIX I** : OBSERVATION CHECKLIST
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# CHAPTER I

## INTRODUCTION

This section presents an overview of the background of the study, research question and objective of the study, significance of the study, scope and limitation and definition of key terms.

### A. Background of Study

Instruction becomes an important role in ELT since it allows to obtain certain knowledge and attitudes for students. According to Reiser & Dick, effective instruction is an instruction that allows students to obtain particular knowledge, skills, and attitude.<sup>1</sup> In connection with this, Musthafa believes that instruction can be built on contexts and topics that are interrelated to students.<sup>2</sup> Instruction can constructed to the students in elementary, junior and senior high school concerning in ELT. Finding by Jorun & Sujathamalini showed that the best practice of instructional in the class, the teacher should have effective interactions or communications between teachers and

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<sup>1</sup> R.A. Reiser & Dick W. *Instructional Planning: A Guide for Teachers* (2nd ed.). Boston: Allyn & Bacon, (1996).

<sup>2</sup> Bachrudin Musthafa. *Teaching English to Young Learners in Indonesia: Essential Requirements*. Dalam *Educationist Studies*. Vol. 4, (2), (2010), 120-125.

students by giving appropriate support from the teachers with specific teaching competencies that are matched to student's needs.<sup>3</sup> It supported in Kassie and Jayaprada's findings in the area of instructional strategies. The finding highlights that the teachers need to build in depth knowledge and develop tools for student learning and ongoing support for each students. The teachers have the responsibility to use various technical resources and incorporate in instructional learning designs to know the individual learning needs of all students.<sup>4</sup>

The instruction needs more consideration in ELT for students with special need in inclusive school and known as instructional support services. Choate & Nordlund stated that instructional support service is the instruction provided to students based on the different needs of the students in the same classroom.<sup>5</sup> In accordance with the

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<sup>3</sup> Jorun Buli-Holmberg & Sujathamalini Jeyaprathaban. *Effective Practice in Inclusive and Special Needs Education*. International Studies Of Special Education, (2016).

<sup>4</sup> Kassie Shifere Bishaw & Prof. C.L.Jayaprada. *Inclusive Teaching in the Context of English Language Teaching (Elt)*. International Studies of Physical and Social Sciences, (2012).

<sup>5</sup> J. Choate. *Special needs of special populations. In Successful mainstreaming: Proven ways to detect and correct special needs*. Needham Heights, Mass.: Allyn and Bacon, (1993).

opinion Hidayat on instructional strategies for all students, appropriate learning strategies for students' special need can be applied to adjust a student's learning abilities with the purpose, time, rewards, tasks, and aid in the learning process.<sup>6</sup> In addition, Friend and Bursuck recognized several important points in providing instruction for inclusive education such as an explanation of the expectations of students with special needs who integrated in regular classes, managing the planning and teaching of all team members, adequate professional development for all staff members on related topics, willing to work collaboratively, and allocation of resources for inclusive practices.<sup>7</sup> Those instructions are developed to students' special need, especially slow learner students.

Slow learners are the students who have normal physical characteristics, but when they are in school they have difficulty capturing material, the response is slow, and vocabulary is lacking.

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<sup>6</sup> Hidayat. *Model dan Strategi Pembelajaran ABK dalam Setting Pendidikan Inklusif. Workshop "Pengenalan & Identifikasi Anak Berkebutuhan Khusus (ABK) & Strategi Pembelajarannya*. Balikpapan: Tempat Terapi untuk Anak HARAPAN KU, (2009).

<sup>7</sup> Marilyn Friend, and William D. Bursuck. *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston: Pearson, 2006.

According to Hartini, Widyaningtyas, and Mashluhah, they stated that slow learners are students who have developmental delays, mental, and has limited the ability of learning and adjustment because they have an IQ slightly below normal.<sup>8</sup> In terms of behavior, they tend to be quiet and shy, and they have difficulty making friends. Slow learner also tend to lack confidence and their ability to think abstractly is lower compared to regular students. To sum up, slow learner students in inclusive school need support services in their learning process regarding English subject. It is supported by Baby Poernomo found support services is the principal should create an inclusive environment and confirm that all teachers, education staff and parents receive regular training. Thus, they have the knowledge and skills to adapt their teaching methods to include the needs of students with special need in learning activities.<sup>9</sup> Based on the problem of slow learners or students special need, there is a education program from the Ministry of Education.

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<sup>8</sup> Hartini, A, Widyaningtyas, D, Mashluhah, M.I. *Learning Strategies for Slow Learners Using the Project Based Learning Model in Primary School*. Jurnal Pendidikan Inklusi Volume 1 Nomor 1, (2017).

<sup>9</sup> Baby Poernomo. *The Implementation of Inclusive Education in Indonesia : Current Problems and Challenges*. American International Studies of Social Science, (2016).

In the context of Indonesian EFL, the Ministry of Education and Culture has a new model of education which is called inclusive schools. Inclusive schools conceptualize education for students with special needs combined with regular students. Permendiknas (Peraturan pemerintah pendidikan nasional) number 70 year 2009 article 1 states that inclusive education is a system of implementing education that provides transformation for all students with special need to have the same environment of education as regular students.<sup>10</sup> The implementation of inclusive education involves various parties to be able to benefit optimally. Inclusive education in its implementation requires the involvement of schools, communities and families. The school must be involved starting from the principal, teachers, students/friends, and all school residents. Therefore, an English teacher has an important role in this program. The teacher has a demand to be able to play a role in the community environment and the school environment in a professional manner.

Teachers in inclusive schools have different challenges with teachers who teach regular students. In reality teachers have to face

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<sup>10</sup> Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009.

some challenges in the learning process in the classroom. Based on Sunaryo, the teacher faced challenges in the implementation of team-teaching, formulating a flexible curriculum, preparation of Individualized Education Program (PPI), and the development objectives, materials, and methods of learning, there is a presumption of students special need (physical, emotional, social, or intellectual) does not have sufficient ability to master the learning material, using the media, resources, and learning environment that limited school facilities, clear guidelines on the assessment system, and there is still a view that the system of assessment of learning outcomes of students with special needs together with other regular students.<sup>11</sup> In this research, the research will identify the challenges that faced by the teacher in inclusive English class by using the theory of Thwala. Thwala stated there are some challenges in inclusive class, there are implementation of inclusive, lack of material and resources, time

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<sup>11</sup> Sunaryo. *Manajemen Pendidikan Inklusif Makalah Jurusan PLB*. Bandung: UPI, (2009).

allocation and large class, teacher's training and collaboration, assessment.<sup>12</sup>

By using those theories, there are similar research dealing with challenges in giving instructional support services in inclusive English classes. Research from Maughreen Winifred Ladbrook, Tseliso J. Khoaeane and Dr. Madhuri Isave. Those studies that were conducted in the context of inclusive class and without giving the explanation of the specific class or the subject of that teacher taught in that classes. While in this research conducted in inclusive class, regarding in English class. It can be indicated that this research may be different from those studies since in Indonesia, English is a foreign language. It indicates that the challenges faced by the English teacher may be different from the other teacher in inclusive class. Hence, the research on English teacher challenges in inclusive class is important. In addition, another difference is those studies also conducted in the context of students' special need. However, in the previous studies, there was not explanation of the criteria of special need students who

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<sup>12</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

had been studied. While this research described the teacher's challenges in giving instructional services to slow learners in inclusive English classes. Moreover, research on slow learner students in inclusive English class in Indonesia is worth to be conducted to bring more data across different criteria of special need students, different ages, different types of need, and different services from the teacher.

The result of the present study give some significance. This study focused on teachers' challenges in giving instructional support services to slow learner student in inclusive English class. The research identified teacher challenges in giving instructional support services to slow learner student. Furthermore, the study wants to find the particular strategies that teacher use to face the challenges. Therefore this research conducted to make the process of learning English with slow learner students in inclusive English class more effective and planned. This research conducted in SMAN 1 Porong which is one of inclusive school in Sidoarjo.



## **B. Research Questions**

1. What are the challenges faced by English teacher in giving instructional support services to slow learner student in inclusive English class in SMAN 1 Porong - Sidoarjo?
2. What strategies do English teacher mostly use to face the challenges in giving instructional support services to slow learner student in inclusive English class in SMAN 1 Porong – Sidoarjo?

## **C. Objectives of Study**

1. To describe the challenges faced by English teacher in giving instructional support services to slow learner student in inclusive English class in SMAN 1 Porong-Sidoarjo.
2. To describe which strategies of English teacher mostly use to face the challenges in giving instructional support services to slow learner student in inclusive English class in SMAN 1 Porong-Sidoarjo.

## **D. Significance of Study**

1. Theoretical significance

The result of this study is supposed to contribute the development of theories in instruction

especially in instructional support services and also the challenges in giving instructional support services. This research will make additional references. In the teacher challenges in giving instructional support services in inclusive English class, particularly for slow learners.

## 2. Practical significance

To give information about the challenges that faced by the teachers in giving instructional support services to slow learner student in inclusive English class. Moreover, to make the learning English for slow learner students more effective by knowing the challenges and strategies to face them.

## 3. Future research

Hopefully this research can be a reference to other researcher in analyzing the teachers' challenges in teaching and learning English particularly in giving instructional support

services to slow learner student in inclusive English class

## **E. Scope and Limitation of the Study**

### **1. Scope of the Study**

This research does not discuss the whole challenges in inclusive English class. This research determines the scope of this study on teachers' challenges by Thwala. The challenges are lack of resources and material, managing time allocation, giving assignment, conducting assessment, and teacher's lack of training and collaboration with special education teacher.

Moreover, this research also discuss about teacher strategies by Tomlinson, Mclean and Odon. The strategies are using appropriate material and media, developing appropriate practice, using appropriate physical environment, supporting from the community and family, and ongoing professional development.

### **2. Limitation of the Study**

The limitations of this study conducted at SMAN 1 Porong, Sidoarjo during 2018-2019 academic year. This research chose SMAN 1 Porong because this school is one of inclusive school in Sidoarjo that including some slow learner students and it is a

school that has been determined by the campus to do PPL II so the researcher has a basic data from it. There are several classes that including slow learner students. Each class has a slow learner or student with special need. As the result, this study interviewed an English teacher. Since the teacher who conduct the interview is the teacher who teach slow learner students and the teacher also has a background as a counseling teacher in the previous school.

#### **F. Definition of Key Term**

##### **1. Teacher challenges in inclusive English class**

Challenge is a circumstances that require great effort to be carried out successfully and the efforts of one's strength, skills or abilities.<sup>13</sup> In this research, challenges are the situations of being faced by the teacher in inclusive English class that need great effort in order to be done successfully.

##### **2. Slow learner students in inclusive English class**

Slow learner is one of the student with special needs who require special education services in school inclusion.<sup>14</sup> Slow

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<sup>13</sup> J. Arnold Toynbee. *"A Study of History"* (London: Oxford University Press, 1987)

<sup>14</sup> Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009.

learners are the students who have some learning problems, those are difficulty understanding abstract concepts, have a limited vocabulary, has a low learning motivation, require more time to understand a material than a regular student of his age and requires repetition in the explanation of the material. In the present study, slow learner is the student with special need that has problem in learning English such as the problem in understanding the material and they need more special services on instruction to facilitate their English learning.

### 3. Strategies in teaching inclusive English class

Strategies in inclusive English class are the effective teaching in good classroom management for the students with special need, focusing on academic skills, using effective practices to keep students on task and using variety of teaching and resources styles, and covering the material content.<sup>15</sup> In this study, strategies in teaching inclusive English class are the most of the best practices in teaching slow learner students such as

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<sup>15</sup> Westwood, P. *Effective teaching*. Paper presented at the North West Region Inaugural Special Education Conference: Priorities, Partnerships (and Plum Puddings), Armidale. (1995)

monitoring the classroom and selecting variety of the materials and resources.

#### 4. Instructional support services

Instructional support service is a process that used for maximum student success. Moreover, it has functions as a screening process for students who need special education services. This process consist of teams that work together or collaborate to set goals, develop intervention plans to achieve goals, and identify student needs.<sup>16</sup> In this study, instructional support service is a procedure for maximizing student success in learning English and the other function is as a content, process, product, and learning environment of teams working to identify student needs and develop plans to reach the purpose through specific direction.

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<sup>16</sup> Owen J. Roberts. *Inspiring Excellent, Inspiring Students*.  
<https://www.ojrsd.com/domain/209>

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section discusses about all of related review of the study. There are five main points that will be discussed, those are: teaching inclusive English class, challenges in inclusive English class, instructional support services in teaching inclusive English class, strategies in teaching inclusive English class, and slow learner students in inclusive English class. In addition, some previous studies related to this linguistic field also will be revealed.

#### **A. Theoretical Framework**

##### **1. Teaching Inclusive English Class**

Inclusive education is an education system that accommodates all students, both regular students and students with special needs in regular schools, with different characteristics, development, and the need for students to develop student's potential optimally. Sue Stubbs states that the regular school-oriented inclusive is the most effective institution to creating friendly communities, building communities and

achieving education for all, and overcoming differences.<sup>17</sup> So inclusive education is the education system for creating an inclusive community to build education for all including in teaching English class.

Teaching inclusive English class is English language teaching that carried out in inclusive class, which means that there is a student with special need with regular student in the classroom. For the process of learning English, it is not much different with learning English in regular classes. Teaching English is the process that given by an English teacher to share the idea that the purpose of language acquisition is communicative competence. According to Derakhshan, teaching a language is “a multi-dimensional process, it means that teachers should pay attention to all skills of students such as: reading, writing, listening, and speaking”<sup>18</sup>. In other words, language teaching is a process where teachers need to spend

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<sup>17</sup> Stubbs, Sue. *Pendidikan Inklusif Ketika Hanya Ada Sedikit Sumber* (Alih bahasa: Susi Septaviana R.). Bandung: Jurusan Pendidikan Luar Biasa UPI, (2006)

<sup>18</sup> Derakhshan, A. *The challenges of teaching English language: The relationship between research and teaching*. International Studies of Linguistics Vol. 7(1), (2015), 102-110.



extra effort to help students comprehending these skills. Then, in order to teach these skills, teachers should understand students' ability.

The purpose of English in schools is based on the Ministry of Education, regarding the purpose of learning English for students who proficient in English in the globalization era. Meanwhile, Nurkamto argued that "the aim of the teaching of English in the schools has been to develop the students' communicative competence that would help the students in their university education".<sup>19</sup> To sum up, teaching English is an important activity in the classroom, especially in inclusive English class can help the students' special need to keep their understanding for their future.

## **2. Instructional Support Services in Inclusive English Class**

Instructions are distinguished based on the modification of four elements. Those are content, process, product, and learning

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<sup>19</sup> J. Nurkamto. *Problema pengajaran bahasa Inggris di Indonesia*. Jurnal Ilmiah Masyarakat Linguistik Indonesia, (2003)

environment. This modification is guided by the teacher's understanding of the needs of students in inclusive classes.<sup>20</sup>

a. Content

Content contains materials, concepts, themes, and curriculum topics. This reflects state and national standards. It presents important facts and skills. Contents are the understanding, skills, and knowledge that students need to learn. It is necessary to think that learning objectives should remain the same for all students in inclusive class. It can be distinguished by the teacher in terms of content is the method given for students to access the main content.<sup>21</sup> Student can obtain new ideas and information through reading with a partner, reading texts or novels, listening audio on tapes, participating in group demonstration, inviting in small group instruction, and conducting online research or communicating with experts. Then, the teacher

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<sup>20</sup> Tomlinson, C. *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development, (1999).

<sup>21</sup> Tomlinson, C. *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development, (1999), p.15.

can provide content by showing some pictures of concrete objects that illustrate concept as the first step in teaching the abstract concept for students with special need.

To meet the needs of students, the teacher should provide appropriate designs when creating content by teaching prerequisite content to several students, enabling students to move forward in classroom, or even changing content for some students based on their educational programs.

b. Process

The process refers to student's understanding in terms of the information, ideas, and skills which learned by reflecting student's learning styles and preferences. Tomlinson and Imbeau define the process as a way for students to understand the contents. To differentiate processes, teacher create activities that can help the students to understand content by enabling them to see how it makes sense and realize how it is useful in the world. The differentiation process is about practice based on content. It concerns student activities such as trying to ask questions,

finding something to learn, and making mistakes. At this point, Tomlinson said that students need to work at different groupings, different modes, different types of support, and different speeds of giving time to work on task and explain the materials. It is a very important stage because it is the point where learning takes place with students.

c. Product

Reports, tests, brochures, speeches or performances, reflecting student understanding, and assessments are the types of product. In addition, the product is a way for students to show their understanding, knowing, and it can do after a long learning period. According to Tomlinson, a product is an authentic assessment that helps the teacher to differentiate. Students can propose their ways if they want to show something. Even multiple choice or true/false tests can be given to students with special need, especially slow learner students. Tomlinson said that some districts do interesting things, especially many students who learn English as a foreign language. The students will have a regular test version and a regular English version. It is

exactly the same thing, but the students write it in an easier way like a simpler vocabulary. Students must understand and work with the same thing, the teacher should make the format more accessible to all students.

d. Learning Environment

The learning environment is a classroom climate including furniture arrangements, lighting, operations and class rules, procedures such as collaborating with teacher or other professionals and processes. In addition, the learning environment is the emotions and feelings of students on their learning. It is another element of different instructions. The emotions from the past experiences and current experiences can influence the concept. Moreover, learning motivation and collaboration skills. All factors are a key role in the learning process. Differencing student influence means modifying the learning environment to meet student needs. For example, differentiating students can influence students with special need who need more attention to work on task, or when the teacher understands if the students need someone who can pay attention to the student for big step

forward or desire to learn. While students need individual attention given to them, but they will prefer the information of groups because it is a way that used to build learning environment.

Planning aspects of teaching such as assignments based on students need and flexible grouping are the ways of addressing students affective needs to be considered. The teacher has challenges to some students who cannot work well in groups since they have emotional challenges, and the teacher should try and help to develop work in groups. Teacher must also be able to help them develop mechanisms to work in groups to be successful. A learning environment is need to ensure effective learning for some students. When some students cannot sit for long periods of time, the teacher can help them move around the room. Or the teacher has a challenge with some students who really cannot work with noise and when students work in groups, the teacher can give earplugs to students who need special needs.

### 3. Challenges in Inclusive English Class

There are several challenges that faced by the teacher inclusive classroom, especially in teaching English. Thwala stated some challenges encountered by English teacher in managing inclusive classroom. Those challenges are implementation of inclusive education, lack of learning materials and resources, lack of competencies, large classroom, time allocation, and assessment.<sup>22</sup>

The teachers acquiescent that they faced the challenges in implementing inclusive education. Supported by Swart and Pertipher says the majority of teachers faced the difficulty in choosing task in current classroom.<sup>23</sup> The implementation of inclusive education has not been optimal due to many challenges. Because teachers, regular students, parents and those involved in this program are still not prepare to take part in this program. So far, the students who attend in regular school are

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<sup>22</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

<sup>23</sup> Swart, E. & Pettipher, R. *Understanding and Working with Change (eds), Responding to the challenge of Inclusive Education in Southern Africa*, (2007).

students with special needs who have above average intelligence and ready to join in regular activities.

Other challenges faced by teacher in inclusive English class are the lack of teaching and learning materials and resources, difficult to manage time, assessment, lack of competence, and large classrooms. Then, an environment is not conducive for students with special needs and most of school are not accessible to students. The problem is also supported on the reality that teachers in inclusive English classes are untrained in teaching students with special needs, the curriculum is inflexible, and teachers are unable to become new roles in inclusive English classes. In addition, lack of human resources, inadequate parental involvement, and many impacts from some poverty resources. Next, another problem or challenge is how to assess students with different levels of ability. The teacher should be skilled to use the available material. Since several factors that contribute to learning problems are accessibility to learning materials and educators.

Large classes can be a barrier to the success of inclusive education. Weswood said that larger classes are additional



challenges for teacher who teach in inclusive classes. In addition, the teacher is also required to strengthen to pay attention for all students will get the right time or attention.<sup>24</sup> Van Reusen said that regular students do not exceed 20 if there is one with special needs in an inclusive class.<sup>25</sup> In some schools it was gathered that there are 30 to 60 students in one class. It is true that it cannot be applied. It is also recommended for the teachers to be proficient in communication and discipline skills, behavioral management,<sup>26</sup> know some important points about general disability, and assessment skills to identify all things that have been mentioned.

The last but not least, Thwala argued that teachers who are unlikely to oversee teaching and learning in inclusive classes are caused by a lack of teacher training. On aspect of successful inclusion when teachers receive the necessary training is missed and there is no commitment from the government to approve inclusive education reforms. Inclusive education means

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<sup>24</sup> Westwood, P. *Learning and learning difficulties: Approaches to teaching and Assessment*. London: David Fulton, (2004).

<sup>25</sup> Van Reusen, A. K. *High School teacher attitudes towards Inclusion*. The High School Journal, (2001).

<sup>26</sup> Westwood, P. (2004). *Learning and learning difficulties: Approaches to teaching and Assessment*. London: David Fulton.

accommodating students with special needs into regular classes. But the teacher cannot support the program since the teacher still lacks training and development. According to Landsberg, teachers who teach students with learning disabilities require special training.<sup>27</sup> Professional training begins with basic training such as the initial level, prepare teachers able to respond to the various needs of students. In addition, all teachers are able to help in terms of diversity among students in inclusive classes and teachers are able to identify the needs of several students for alternative teaching.

Teachers also need training to work with one another and other professionals such as psychologists, nurses, parents, and social workers. Schools must improve through teacher and staff training so they can respond to the needs of the school. In addition, from the fact that the education has been made by the government is the best step. However, providing an introduction to various systems approaches in a short time seems to be another problem faced by the teachers as well as the school

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<sup>27</sup> Landsberg, E. *Addressing Barriers to Learning. A South African Perspective*. Pretoria: Van Schaick Publishers, (2011).

environment. There are several psychosocial supports for students who need psychological support such as social support, spiritual support, and emotional support as well as individual education programs for students with special need, especially slow learner student. All students feel that too much is expected to understand many different concepts and put them into practice in a very short time.

#### **4. Strategies of Instructional Support Services in Teaching Inclusive English Class**

Tomlinson describes four points in which differentiation can occur content, process, product and the learning environment.<sup>28</sup> Those points are supported by the importance of interrelated education strategies in including slow learner students in inclusive class as already listed by Mclean and Odon<sup>29</sup>.

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<sup>28</sup> Tomlinson, C. *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development, (1999).

<sup>29</sup> Mclean M, Odon S. *Practices of young children with and without disabilities. A comparison of DEC and NAEYC identified practices.* Topics in Early Childhood Special Education, 139(130), (1993), 274-292.

a. Strategies of instructional support services based on content

Content involves the details about students need to learn and the resources that will be provided to support learning. According Mclean and Odon, using appropriate material and media is the important strategy. According to Noonan and McCormirck the students in good learning is through senses such as manipulating, exploring, and experimenting. The physical environment must provide manipulative and other learning materials such as pictures, real life, videos, songs, and puzzles that are simply accessible to all students including those with special needs.<sup>30</sup>

b. Strategies of instructional support services based on process

The process refers to the activities used to deliver the content to students.

1) Heterogeneous Student Grouping

Davis et all. Explains that academic paths or high and low teaching groups are different learning

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<sup>30</sup> Noonan M, McCormirck L. *Early Intervention in Natural Environments: Methods and Procedures*. Pacific Grove, CA: Brooks/Cole Publishing Company, (1993).

contexts.<sup>31</sup> Narrowing the distance between groups, teaching methods typically used for students with special needs tend to highlight inequalities in skills. Likewise, grouping students with special needs in inclusive English classrooms can limit their opportunities with other students and distinct them from the real world. When circumstances allow grouping students is very helpful for learning and social relations among the regular students, students special need and the teacher.

## 2) Developmentally Appropriate Practice

In developing appropriate practice is based on how students develop, learn, and the students' knowledge. According Davis et al., a developmentally appropriate program emphasizes as an active environment based deepening of services, independence, learning activities that can directly be balanced with activities directed by

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<sup>31</sup> Davis MP, Kilgo JL, McCormick MG. *Young Children with Special Needs: A Developmentally Appropriate Approach*. Boston. Allyn and Bacon, (1998).

the teacher and it can be balanced between individual and group activities, supportive interaction with teacher and the students, ongoing observation and assessment which informs the special education program.

This type of instruction is automatically fair in that all students are actively involved in expression, sharing, and amplifying their experience within the classroom. As Davis et al it is especially appropriate for students with special need because it provides enriching experiences that each student can act upon individually. Facilitates engagement of exploration for students with special need. The developmentally appropriate interactive approach allows adapting classroom interaction and accommodates various individual needs. McLaughlin stated that using developmentally interactive approach, teachers can help students with special need become comfortable and confident in classroom setting. It can be concluded that develop the appropriate material is the best strategy for the teacher in teaching English.

c. Strategies of instructional support services based on product

Product tends to be tangible, for example reports, tests, brochures, speeches or performances and reflects student understanding. Mclean and Odon said by collaborating with instructional teaming with other teachers and professionals, students with special need centers or the school is able to provide teams to collaborate and identify teaching strategies in education and services that are appropriate for students with special needs. Providing insights on the needs of each student and strengths through collaboration with various professionals such as assessment specialist, classroom teachers and special education, speech and language pathologist at the inclusive center of special needs of special needs or school buildings and social workers. In addition, the students also need special center from outside such as health care professionals

d. Strategies of instructional support services based on learning environment

Finally, both the “look” and the organization of the classroom constitute the learning environment.

### 1) Using Appropriate Physical Environment

The important thing for all students is the selection in managing the right physical and material environment in the classroom, especially for slow learner students. Teachers must be able to manage physical space and form various types of group activities between slow learner student and regular students. Arranging classroom must also appropriate with student needs, such as maintaining predictable orders for student with special need for access material.

### 2) Supporting from the Administrators, Community and Families

Competent instruction for student with special need requires support from school administrator. The head of the inclusive center should support their teaching staff regarding English teacher and support the independence of the teacher while maintaining awareness of the need to adjust to national policies on academic accountability and curriculum.



The last is an important source of the teacher support can be assisted from the support of parents of students and families. The first educator of all student with special need is parent. Parents involved in this education program are common for school success. Families can give instructional support services to set a good figure.

### 3) Ongoing Professional Development.

After receiving support from parents, school administrators. Teachers in inclusive classroom require ongoing professional development in special need services. As Smith and Hilton stated that the teacher should have formal training in student's development, parent involvement and individual diversity.<sup>32</sup>

To sum up, teachers who are knowledgeable about developing instructional support for inclusive and

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<sup>32</sup> Smith JP, Hilton A. *The preparation and training of educational community for the inclusion of students with developmental disabilities: The MRDD position*. Education and Training in Mental Retardation and Developmental Disabilities, 3 (19), (1999), 97-105

responsive classes through the use of well-placed differentiation will help students with special needs with learning difficulties or the needs of students in high schools.

### **5. Slow Learner Students in Inclusive English Class**

Slow learner student is one of the types of students with special need that include in inclusive English class. Many experts have different views toward the definitions of slow learners. According to Subini, slow learner is a student who has one or more disturbances from the basic process which include understanding spoken or written language disorders, problems with thinking, speaking, reading, writing, spelling and counting, so that student experience low academic achievement.<sup>33</sup> The statement is supported by Mulyati, slow learners are students who have difficulty to understand the material by seeing their behavior that suddenly turn into strange behavior because they have difficulty in understanding the

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<sup>33</sup> Subini. *Mengatasi Kesulitan Belajar Pada Anak*. Jogjakarta : Javalitera, 2011.

material<sup>34</sup>. While according to Triani and Amir, slow learner is a student who has low learning achievement or below average than regular student.<sup>35</sup> Slow learners are students who have low grades in studying compared to the normal students, and their scores of the school lesson are below the average. Meanwhile, Khan believes that slow learner students are students have mental disability due to internal problems in family or external problems in their environment<sup>36</sup>. Based on the opinions above, this study takes a conclusion that slow learners are students who have difficulty in exciting the material compared with other students who have the same age or grade. In teaching learning process especially English, there must be differences between regular schools and inclusive schools. The special condition must be a challenge for the school especially for the English teacher.

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<sup>34</sup> Mulyati. *Diagnosa Kesulitan Belajar*. Semarang : IKIP PGRI, 2010.

<sup>35</sup> Nani Triani dan Amir. *Pendidikan Anak Berkebutuhan Khusus lamban Belajar (Slow Learner)*. Jakarta: Luxima, (2013).

<sup>36</sup> Khan, Sultan. *Education of Slow Learner*. India press, 2008

## B. Previous Studies

The followings are views of some researchers which were related to this research.

There are similar studies dealing with the challenges in giving instructional support services in inclusive class. The first study by Jabulani Mpfu and Almon Shumba Mpfu's, the purpose of the research is to specify the challenges faced by the teacher, students with special needs, and to know the strategies to overcome the challenges faced by the teacher. Then, in the result of study showed that teachers were not trained to teach in inclusive classes, curriculum did not meet with student needs, and the learning environment was poor. Students with special needs learned in the challenging conditions in inclusive classes.<sup>37</sup> The second studies were conducted by Maughreen Winifred Ladbrook, the purpose of this study to identify the challenges in implementing inclusion, as experienced by the teacher in elementary school classrooms in South Africa. The study using a qualitative approach. The result showed challenges for

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<sup>37</sup> Mpfu Jabulani and Almon Shumba. *Challenges Faced by Students with Special Educational Needs in Early Childhood Development Centers in Zimbabwe as Perceived by ECD Trainers and Parents*. Zimbabwe Open University, Harare. Zimbabwe, 2012

educators are the lack of knowledge and training for educators and an inadequate infrastructure of the country present as some of the challenges for educators.<sup>38</sup>

The third study from Tseliso J. Khoaeane, the purpose of the study was to analyze the challenges faced by the teacher in the implementation of inclusive education in the Maseru district in Lethoso. In this study, qualitative methods using survey research designs. The semi structured questionnaire was used to collect the data from randomly selected teachers in two districts. Research studies reveal two profound result. First, the teacher is not trained and the serious challenges when the teaching students with special needs in inclusive class. Second, inclusive education is not implemented since the results of the study show that most schools in Lethoso do not accommodate student with special need.<sup>39</sup> The fourth studies of Dr. Madhuri Isave. This study focused to investigate the challenges faced by teachers in implementing inclusive education in the schools.

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<sup>38</sup> Maughreen Winifred Ladbrook. *Challenges Experienced by Educators in the Implementation of Inclusive Education in Primary Schools in South Africa*. University Of South Africa, (2009)

<sup>39</sup> Tseliso J. Khoaeane. *Challenges Facing Teachers With Regard to the Implementation of Inclusive Education in The Maseru District of Lesotho*. The Central University Of Technology, Free State, (2012)

Methodology adopted for the research is survey research design. The result showed the absence of professional development of teachers is the key challenge to implement inclusive education in schools.<sup>40</sup>

From the first to fourth studies have similarities with this research, the focuses are in the teacher challenges in inclusive class. The challenges that faced by the teacher in those studies are the lack of knowledge and training and an inadequate infrastructure. The teacher is not well trained and as a result the teacher experiences when teaching students special needs in inclusive classes. The differentiation of this research with those research are this research more specific, it will analyze the challenges that faced by the teacher when giving instructional support services. This study will also analyze the teacher challenges in giving support services to slow learner students in inclusive class regarding English subject.

The fifth studies are dealing with inclusive English class which conducted by Alina Nicoleta Padurean. The purpose of the study to establish the appropriate method and techniques that used in teaching

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<sup>40</sup> Dr. Madhuri Isave. *Challenges Faced by Students And Teachers In Inclusive Classroom*. International Studies Of Research Culture Society, (2017)

English for students with special needs. The second purpose is to determine if the students should learn English in general education and in the classroom or with the assistance of supporting teacher. The findings conclude that teachers can teach regular students at the same time with students with special need, even though the teachers do not know the needs of students in inclusive class.<sup>41</sup> From this previous study, the research has similarities in the study described about methods and strategies in teaching English for special need students. Besides that, it also discussed the supporting teacher, which is one of instructional support services that is given the task to assist in the process of teaching English in inclusive English class. To differentiate the previous study with this research, the study described the teachers' challenges in giving instructional support services. Then, this research focused on slow learner student because it is types of students special need in SMAN 1 Porong and the researcher has an experiences with its. Moreover, this research described the strategies in facing the challenges in giving

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<sup>41</sup> Padurean Alina Nicoleta. *Teaching English Language to Students with Special Educational Need*. TEM Studies. [www.temstudies.com](http://www.temstudies.com), 2014

instructional support services to slow learner student by the English teacher in inclusive English class.

The sixth studies were from Dejana Bouillet and Jasna Kudek-Mirosevic that discussing the needs of students with special need in inclusive class, the purpose of the study to analyze the additional support of students with special need and analyze differences in educational process, from the teacher's perspective, and from the perspective of students in inclusive dimension. Students and teachers fill out two questionnaires about student behavior that were developed for research purposes. The result show that students with special need have the need for additional support in developing relationships that are compatible with students and the educational process in inclusive classes.<sup>42</sup> The seventh previous studies from Baby Poernomo, this study discussed perspective on problems and challenges in implementing inclusive education in Indonesia. The interview result showed that students with special needs require time to adjust based on the system implemented at school, such as hours

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<sup>42</sup> Dejana Bouillet & Jasna Kudek-Mirosevic. *Students With Disabilities and Challenges in Educational Practice*. Croatian Studies Of Education, (2015)



of study should meet by all students to learn in inclusive classes, including for students with special needs. In addition, the challenges experienced by inclusive school are a matter of human resources.<sup>43</sup>

The previous studies by Aliena Nicoleta, Dejana Bouillet, and Baby Poernomo concerned on slow learner student in inclusive classroom. Those studies found that slow learners need for additional support, support in developing appropriate relationship with peers. The support needed by slow learner students are support special education teacher who have training, team teaching used as a mode of operation and support teacher that is appropriate to the students' need. The similarities of this study are those studies focuses on the slow learners in inclusive class. While to differentiate this research with those studies are the location of research, this study conducted in inclusive English class. From the previous studies indicates that they have not describe the teacher challenges in giving instructional support services. Therefore this study was designed to describe

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<sup>43</sup> Baby Pornomo. *The Implementation of Inclusive Education in Indonesia : Current Problems and Challenges*. American International Studies Of Social Science, (2016)

teacher challenges in giving instructional support services to slow learner students particularly in inclusive English class.

The last previous studies investigated the obstacles in implementing inclusive education in secondary school in Swaziland, the purpose of research is to find solutions and inform research and government policies.<sup>44</sup> This study used qualitative case studies and the research conducted in selected schools in Gege branch of Swaziland. Document analysis and semi structured are the data obtained through research interviews. The results of the study are many teachers have barriers to inclusiveness such as the inability of teachers to identify students who face the challenges of learning in their classrooms and the lack of facilities in government schools.

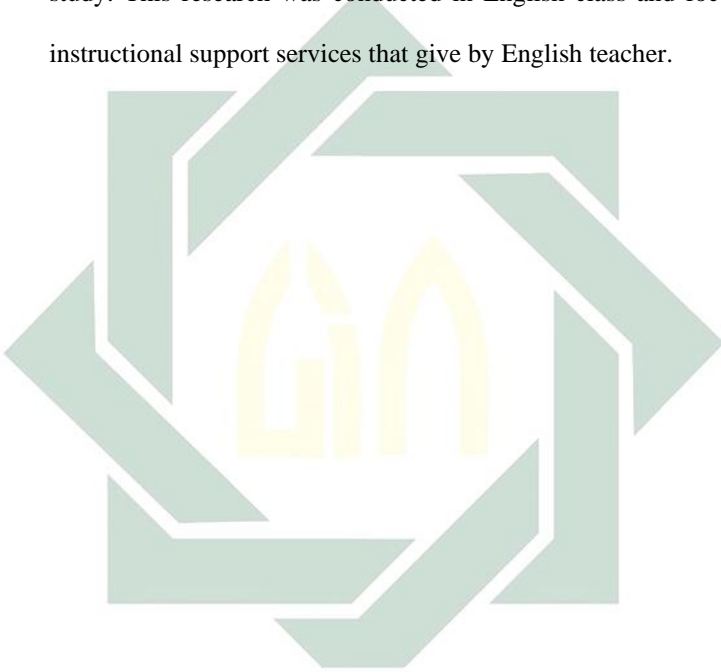
Moreover, large classes with high pupil ratios, inadequately trained staff and inadequate teaching and learning materials. The other findings are inappropriate methods refer to assessment methods used to assess learners who do not experience learning difficulties.

The similarities between the previous study from Sifiso L. and this

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<sup>44</sup> Sifiso L. Zwane and Matome M. Malale. *Investigating barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland*. Ministry of Education and Training, Mbabane, Swaziland, (2017)

study are conducting the research in inclusive classroom at high school and the method of the study used qualitative case study research design. In other hand, to differentiate with the previous study. This research was conducted in English class and focus on instructional support services that give by English teacher.



## CHAPTER III

### RESEARCH METHOD

In this section, there are description of how the research is done. They include approach and research design, subject and setting of the research, data and source of data, data collecting technique, research instruments, data analysis technique, checking validity of findings, and research stages.

#### A. Approach and Research Design

This research investigates teacher challenges in giving instructional support services in Inclusive English class. The design of this research was qualitative design using case study. The case study research design was used to collect the challenges of English teacher in giving instructional support services to slow learner students in the inclusion of high school. The qualitative method was chosen for observation and semi-structured interview that enable the collection of rich data in detail. As Streb stated the case study is designed to provide opportunities in defining the questions needed.<sup>45</sup>

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<sup>45</sup> Streb, C. (2010). Exploratory Case Study. In Albert J.Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of Case Study Research*. (pp. 373-374). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412957397.n139>

In addition, it is used to develop studies in the term of inclusion for slow learner students who learn at senior high school. By using case study designed to interpret data and develop future questions or problems regarding teacher challenges in giving instructional support services to slow learner students in inclusive English class.

#### **A. Subject and Setting of the Research**

Furthermore, the subject of the study was the English teacher in SMAN 1 Porong, Sidoarjo. This research interviewed an English teacher who teach English to slow learner student and regular students in Inclusive English Class. In selecting the subject in this research used by purposive sampling. Djarm'an Satori said that purposive sampling is the technique to select the subject with by adjusting the research objectives or specific considerations. Furthermore, Creswell said that data collection from interview with a smaller number of participants, then the views of participants were obtained with flexibility in the interpretation of findings.<sup>46</sup> Furthermore, the location of the study was taken in SMAN 1 Porong,

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<sup>46</sup> Creswell, J. W. Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston, MA: Pearson Education, Inc, (2012).

Sidoarjo regarding in X – Social class 2, XI – Science class 2, and XI – Science class 4. Those classes were considerate become a setting of this study because there were slow learner students. Yin stated that “as a research method, the case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political and related phenomena”.<sup>47</sup> This study will contribute to the knowledge of individual phenomena through the use of a case study design.

## **B. Data and Sources of Data**

Based on the first research question, the data of this research are teacher challenges in giving instructional support in inclusive English class and it get from the English teachers. Then, the source of this research will collected from the process of teaching and learning English regarding in giving instructional support services. For the second data in this research are the teacher strategies to overcome the challenges in giving instruction to slow learners in inclusive English class and the result included of English teachers’ response on

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<sup>47</sup> Yin, R. K. *Case study research: Design and methods*. Thousand Oaks, CA: SAGE Publications Inc, (2014).

interview guideline which are teachers need to complete as the source of data.

### **C. Data Collection Techniques**

In this research use observation and interview to answer the research questions.

#### **1. Observation**

Observation for English teachers used as basic data to make interview guideline. After that from the data can create and develop interview guideline for the English teacher. Then, observation was conducted in 3 times in inclusive English class. This research observed the challenges that faced by the English teacher who giving instructional support services in inclusive English class.

#### **2. Interview**

The data collection conducted by using interview guideline to explore the challenges and strategies that mostly used in giving instructional support services in inclusive English class. This interview involved the English subject which conducted in the free time

**Tabel 3.1 Summary of Data Collection Technique**

Research Question	Technique		Source of Data	Aspect
	Observation	Interview		
RQ 1	✓	✓	Teaching and learning process in inclusive English class	Teacher challenges in giving instructional support services in inclusive English class
RQ 2		✓	English teacher	Teacher strategies to overcome the challenges in inclusive English class



## D. Research Instrument

### 1. Observation Checklist

Observation can establish the status of a current phenomenon. Direct research with research subjects using non participant observation has been conducted in this study. According to Creswell, non participant observer is the observer who only visit and record the learning activities and take notes without engaging in the participant's activities.<sup>48</sup> In doing the observation, the researcher was come and sat at the back of the class and observe the challenges of teacher on teaching and learning English used to know the situation and condition happened in the class, especially in giving instructional support services. The observation checklist adopted from theory of Tomlinson and Allan.<sup>49</sup>

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<sup>48</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, Second Edition (California: Sage Publications, Inc, 2013), 17

<sup>49</sup> Tomlinson & Allan, *The differentiated classroom - Differentiating content, process, product, learning environment: Responding to the needs of all learners*, 2000.

## 2. Interview Guideline and Question

This study interviewed the teachers' strategies to overcome the challenges in giving support services to slow learner students in inclusive English class. It used to make sure the strategies that teacher applied in giving instructional support services to slow learner students in inclusive English class. Semi structured interviews were used because this study had key issues and questions that needed to be covered. For the type of interview, the questions of the study can be changed depending on the direction of the interview. Using interview guideline that has been prepared, additional questions can be asked according to context and conditions. As Marguerite said that interview is a conversation with the purpose which is done with someone or a group of people. So, the interview given to English teacher who teach slow learner students in inclusive English classes.<sup>50</sup> The

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<sup>50</sup> Marguerite G. Lodico et.al., *Method in Educational Research from theory to practice* (San Fransisco : A Wiley Imprint, 2010), 119.

interview guideline based on the theory of Tomlinson and Allan about instructional support services.<sup>51</sup>

### **E. Data Analysis Technique**

In this study used data analysis technique from Creswell.<sup>52</sup> Analysis of qualitative research data is different, depending on the type of the strategy. It used general data analysis procedures as the following steps:

Firstly, raw data from data collection, it involved the observation checklist and interview guideline. After collecting the data, secondly is organizing data into various types depending on the source of information or copying and transcribing the data. Thirdly, read all the data results. Then, coding data started in searching the main point that the participant shows and started to work on each document and responding.

After coding the data, the next was identifying themes, research began to conduct complex and interconnected in analyzing with the

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<sup>51</sup> Tomlinson & Allan, *The differentiated classroom - Differentiating content, process, product, learning environment: Responding to the needs of all learners*, 2000.

<sup>52</sup> Creswell John W, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, Second Edition (California: Sage Publications, Inc, 2013)

theories. Furthermore, analyzed the teacher challenges based on the theory of Tomlinson and supported by theory of Thwala<sup>53</sup>. Moreover, the strategies to overcome the challenges in inclusive English class stated by Tomlinson and Mclean and Odon<sup>54</sup>. Furthermore, it was discussed with several experts in analyzing the results of data collected. The final step is discussing the data analyzed from the research findings and discussion. This research attempted to explain the phenomena that have been discovered and relate with the theories.

#### **F. Research Stages**

The process of this study were done as these following stages:

1. Asking permission in SMAN 1 Porong. After getting the permission, making appointment with the English teacher to do observation in their teaching and learning process.
2. Secondly was collecting data

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<sup>53</sup>Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

<sup>54</sup>Mclean M, Odon S. *Practices of young children with and without disabilities.A comparison of DEC and NAEYC identified practices*. Topics in Early Childhood Special Education, 139(130), 1993, 274-292.

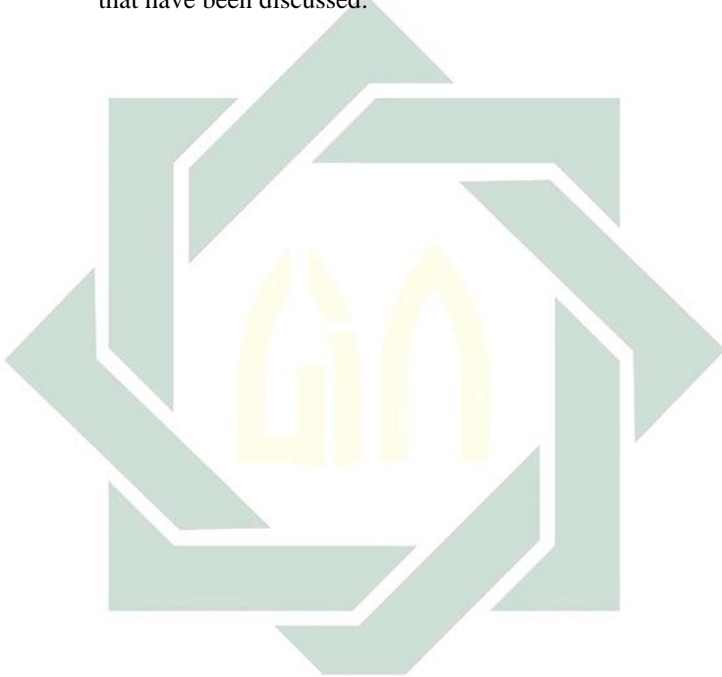
The first data was collected by doing observation during teaching and learning process about the challenges of English teacher in giving instructional support services to slow learner students in inclusive English class. The observation was done 3 meetings each teacher in order to make the valid data and naturally. Video recording and observation checklist are needed. In this stages was also asked to permission to the English teacher to take a note and record the teaching and learning process. After the observation was done. The English teacher interviewed about the strategies that mostly used to overcome the challenges in giving support services in inclusive English class. Furthermore, records the interview process by using recorder and wrote some notes while giving questions.

### 3. Analyzing the data

After that, analyzed the data based on a theoretical framework. Specifically, the instrument was adapted from several experts and several lectures to examine it as a valid instrument.

#### 4. Concluding the result of the research

The result of analysis and theory are combined, then make a research conclusion based on all parts of this research that have been discussed.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This section presents the result of observation and interview in giving instructional support services to slow learner students in inclusive English class. There are two points that will be explained, those are research findings of teacher challenges and strategies in giving instructional support to slow learner students in inclusive English class. Then, the discussions will discuss about the findings by reflecting based on several theories.

#### A. Findings

Based on the research questions in this study, the results of qualitative method will not present the whole view of the phenomenon. The study also limits the data that can be collected based on participant's viewpoints. This study used the observation in three times on May 15th and 16th 2019. The observation conducted in XI-science class 1, X-social class 2, and XI-science class 3. Those are completed around 90 minutes in every meeting. After conducting the observation, the teacher interviewed on May 16th and 17th 2019. The durations of interview are 60 minutes. The result of those instruments showed that the teacher challenges in giving instructional

support services to slow learner students in inclusive English class are choosing material and resources, managing time allocation, giving assignment and assessment, and lack of collaboration with other special educational teacher. Moreover, teacher strategies in facing those challenges are using appropriate physical environment and material, developing appropriate practice, collaborating and instructional teams with teachers and other professionals, then support from administrators and communities.

### **1. Challenges in Giving ISS (Instructional Support Services) to Slow Learner Students in Inclusive English Class.**

The data from the first question “*what are the challenges faced by the teacher in giving instructional support services to slow learner student in inclusive English class?*”, this research used observation checklist and interview to collect the data, the teacher observed in three meetings in order to know what are the challenges that faced by teacher in giving instructional support services. The observation checklist adopted from Tomlinson and Allan. The findings revealed that the teacher challenges in giving instructional support services based on the content are choosing concrete material and explaining concept of the material. Then, based on process is managing time



allocation. After that, the challenges based on product is giving assessment. The last challenges based on learning environment are teaching in large classroom and untrained teacher without collaborate with special education teacher in inclusive English class. Those challenges explained by showing the result of observation checklist and interview. Some of important points of the participant responses from the interview are quoted here in translated version from Bahasa Indonesia into English (see appendix IV).

**Table 4.1 : Challenges in Giving ISS in Inclusive English Class**

<b>No</b>	<b>Instructional Support Services in Inclusive English Class</b>	<b>Challenges in ISS</b>
1.	<b>Content</b> consist of the material and concept in teaching inclusive English class	<ul style="list-style-type: none"> <li>• Challenge in choosing suitable materials</li> <li>• Challenge in explaining the materials</li> </ul>
2.	<b>Process</b> related with the process of student's	<ul style="list-style-type: none"> <li>• Challenge in managing time allocation</li> </ul>

	understanding about the material	
3.	<b>Product</b> included in performance and assessment	<ul style="list-style-type: none"> <li>• Challenge in giving assessment</li> </ul>
4.	<b>Learning environment</b> refers to seating arrangement, class rules, and procedures such as collaborating with other professional teacher	<ul style="list-style-type: none"> <li>• Challenge in teaching large classroom</li> <li>• Challenge in untrained teacher without collaborate with shadow/special education teacher</li> </ul>

#### a. Challenges in Choosing Suitable Material and Explaining the Material

The result of observations on May 15th – 16th 2019 or showed the teacher provided the additional resources from the lowest level for slow learner students. Then, teacher used pre-assessment or warming up to establish where

students should start the learning activities. The pre-assessment that used by the teacher are asking students to write what student know about something, pretest, and student and teacher conference as short as a 5 minutes. Moreover, the observation's data showed that teacher used some medias and materials in teaching English for slow learner students in inclusive class. The medias and materials are books, videos and pictures, or sometimes texts from books as a way to convey key concepts to the students.

However, the other finding based on content shows that the teacher face challenge in choosing appropriate pre-assessment and warming-up such as asking the students to list something if teacher say something, showing somethings then asking students to think of something, or using concept map or student reflection. Furthermore, the data shows that teacher also had a challenges in re-teaching students who need more explanation as slow learner students (see appendix III). To sum up, those challenges can be categorized that teacher are lack of choosing concrete material and explaining concept of the material. In choosing

material to teach in inclusive English class, teacher had a challenges in explaining concept of the material, as the student may not have the same focus as the regular students. Teacher sometimes felt confused in giving activities between slow learner students and regular students. The participant reflected:

“It is also a bit *difficult when I have to explain the material that I have prepared*. When I ask the student, the answers from these students sometimes does not match the expected answers. But when the teacher gave some explanations about the material, the student will ask questions and can work on some of the questions. As for broad or global materials, they cannot focus on the material that teacher explained.”

In addition, the data from the observation shows that the teacher only used books, whiteboard, marker, and teacher’s book in choosing concrete material (see appendix III). It is supported by the result of interview on May 17th 2019. The participant said that in the English class, the teacher faced the challenge in choosing appropriate teaching and learning materials will help slow learner students. The teacher emphasized that student’s need material which can touch and see

as concrete materials. Moreover, the students' thought process depends on contact with concrete objects or images. As participant said that:

*“Students with special needs prefer to learn by using material that they can see or touch, which can make them interested, such as pictures, videos, and songs / games and objects related to the material. Unfortunately, I have difficulty giving it”*

It can be concluded that the challenges faced by an English teacher in inclusive English class when giving instructional support services based on content are choosing concrete material and concept. Those are lack in choosing material between slow learner and regular students who has different level.

#### **b. Challenge in Managing Time Allocation**

The second subsection shows the result of observation on May 15th–16th and first or second interview in giving instructional support services based on process. The findings from observations are the teacher provided a center of interest that can encourage students to explore subsamples of classroom topics of student's interest (see

appendix III). In addition, the teacher developed target activities such as hearing, visual, and kinesthetic learners, established areas for inquiry based, independence, and created flexible learning groups to rearrange students based on content, abilities, and interest.

On the other hand, teacher face challenge in managing time allocation. The data of observation shows teacher had a challenge in varying the length of time. In addition, when giving instructional support based on process, it found that time as a challenge delaying their teaching process. The limited time is the cause of teacher difficulties in managing time. Thus, if the slow learner need further demonstration, teacher cannot explain the material (see appendix III). He stated lack of time as a challenge in teaching English in inclusive class (see appendix III). The participant expressed having slow learner students in the inclusive English class diverted them from their planned teaching process. As participant said:

*“Yes, sometimes I find the difficulties. I need additional time to explain to the students with special needs. Because when the regular*

student is actively talking and asking questions, the slow learner student will automatically be silent. Any student like slow learner student in inclusive English class need individual time to them. We are just taking time from our period especially for that student and the other student are lacking that time"

So, in giving instructional support based on process, teacher faced some challenges with the time allocation. Teacher cannot manage time appropriate with the planning schedule.

### **c. Challenge in Giving Assessment**

The findings of observation checklist showed that teacher gave choices to students in expressing necessary learning such as making puppet shows, writing letters, or developing an noted diagrams. In addition, the teacher encouraged students to express various ways in the learning English and allowed for various work arrangements such as alone or groups. Then, teacher provided the product of assessment at various challenge levels to match student

readiness and work with regular students to develop suitable rubrics and expand various levels of student skills.

While, the result of observations on May, 15th and 16th 2019 indicates teacher are lack in providing the types of resources or encouraging the use of its in preparing products and teacher had challenge to use a wide variety of assessment. The data shows that teacher gave some questions or doing exercise on the book, then teacher gave a score to the result of student's work (see appendix III). Those challenges are supported by the result of interview on May, 17th 2019. The teacher tried and managed the available resources. However, it is not appropriate for slow learner student in inclusive English class. Teacher tried to used and got local resources from the government and he tried to get community assistance. He got it, but he did not get much. Teacher needed more resources and different ways to serve students. As the teacher said that:

*Yes, it is a bit difficult, I have to find something that appropriate with their level, and I usually take sources from elementary / junior high school children's books. I have prepared the worksheet for the students even*



but, the students don't like to do those kinds of work. *They need to do something else but I don't have much*".

It should be noted that resources is needed by the teacher in teaching English to slow learner students in inclusive class. Resources needed to maintain the student's interest. In addition, giving assignments and tests are a way to provide feedback about student's skills, knowledge, and attitudes during teaching process. Giving assessment is one of the instructional support in inclusive English class. Assessment is a way to know the students' skill and understanding. Furthermore, students assessed based on their ability to make progress, abilities, and their own potential. The teacher should assessed where slow learner students faced difficulties in their learning and teacher determined whether he need additional help. As teacher said that:

In assessing students with special need in inclusive English class, especially student who are slow to learn, *there are separate criteria that I usually need a help*, and I will discuss with the supervisor or counseling teacher.

To sum up, providing variety of assessments is the challenge that faced by the teacher in giving instructional support based on product to slow learner students in inclusive English class.

**d. Challenges in Teaching Large Class and Untrained Teacher without Accompanied by Shadow Teacher/Special Education Teacher.**

The result of observation on May, 15th – 16th 2019 showed that teacher provided a safe and positive environment for learning and provided materials related to various home and cultural settings. The teacher also used alternative places where learning takes places such as a lab or outside. In addition, the teacher made alternative seating to slow learner students.

Another finding shows large enrollment in the classrooms and lack of teacher's training and collaborating. Those are supported by the result of observation on May, 15th – 16th 2019. The data shows that teacher has a challenge to manage the learning space, make sure the classroom to work quietly, develop routines, help some

students need to move around to learn while others do better sitting quietly, identify classroom management procedures (see appendix III). Those are the activities that show the teacher are lack in managing classroom management since the large classroom.

Teacher showed that teaching in inclusive English classes is a challenge. The teacher stated that it can disturb the close relations with students so the progress of learning and teaching will be hampered. Since the teacher cannot help slow learner students when need more attention. Teacher also mentioned that the principal does not consider the number of students in each class, but teacher and school staff should consider the ratio of students and teacher in the class, especially inclusive class. An English teacher agreed that the reasons for students to behave inappropriately are student diversity and lack of qualifications from students in the class.

Defining that large classes is the challenge for teacher in providing inclusive education without special education teacher, the English teacher stated:

“It often happen. I will focus on regular students if their class is active and slow learner students will be ignored. And the possibility was due to *the influence of a large class that was not effective*. There are like 32 students in a class and only one teacher. We get like 35 minutes per period. So after giving the lesson, after explaining and everything – after *ensuring that they are in their places, then giving attention to those students is not that easy.*”

The teacher’s challenge in giving individual attention to slow learner students because of large class sizes explained by the teacher respond that there are too many students so he cannot give more attention to them.

“One teacher when attending to 30 students and trying to give individual attention, *it is quite difficult to give special attention to such a student*”

Moreover, the cause of lacking manage the class is lacking of teacher’s training of inclusive program. One of the professional skills that teacher should be achieved in giving instructional support services is training. The participant showed that lack of training in preparation for inclusive English class. But the teacher thought that when given the opportunity to

practice basic classroom management techniques, the teacher is able to create and practice them. The participant had this to say;

*"I am not trained for inclusion, I am not well versed about how to handle an inclusive classroom, I have no knowledge of handling learners with disabilities. Not an effective teacher."*

This shows that in as government want to implement this program, but if teachers are not trained, that is impossible. Participant agreed that he only attended workshops on inclusive education. However, the teacher who took part in the training were not teacher who taught in an inclusive class, especially teacher who teach in English class. The teacher chosen to take part in the workshops were counseling teacher at the school. The data indicates that untrained teacher is the cause of teacher difficulties in handling the inclusive English class. As the participant said:

*"Training has never been, but the workshop has been once. That material is from an English teacher and he has experience from teaching with students that has special need in inclusive education. Actually there is a workshop on inclusive education which held by the government for inclusive school. But the teachers who attended the workshop*

*were not teachers who were supposed to teach in the inclusive class. Thus, I don't know the strategies in inclusive class regarding in English subject"*

To sum up, the teacher pointed that the workshop training must be conducted continuously until the teacher feels well equipped with training to effective teaching in inclusive English class. While in college, inclusion training was nor part of teacher's lesson so he was never exposed to teaching students with special need. It makes the teacher felt insecure and ineffective for his teaching. Therefore, teacher need for service training to give instructional support to slow learner students in inclusive English class.

In addition, teacher competency is one of the most important things that identified. From the result of interview that have been collected, the teacher mentioned a general factor called teacher competence is needed as an educator. The finding shows that inclusive education made depresses teachers because teacher lack of skills in handling students with special needs, especially slow learner students. When the teacher was asked whether he was competent enough to teach in inclusive English class, the

teacher showed nothing. It goes back to training, it will be a problem if someone has no knowledge and skills. Therefore, lack of training in inclusive is a disaster for teacher who teach in inclusive English class. Thus, lack of training will hamper the effectiveness of the program's implementation. These challenges should be faced with collaboration with other teachers and professionals. The special education teacher who help the English teacher teach in inclusive English class. Unfortunately, this point is also one of the challenges faced by English teacher who teach in inclusive English class. The data from the obsrvation found that there is not special education teacher to accompany slow learner students. It is supported by the recession of interview with the participants. He said that:

"For this school there is no accompanying teacher in the inclusive class especially in the English class. Actually, there have been meetings with the parents of the student, but there was no continuation. The school has given advice to parents of special need students to find a companion teacher and collaboration with special education teacher. The teacher will assist special need students when they have difficulties in inclusive English class. But until now, *no teacher has*

*accompanied the slow learner student. So, it requires a big effort in managing the class"*

So it can be concluded that the lack of training, competency and professional collaboration is an English class that deals with giving instructional support services.

## **2. Strategies in Giving ISS (Instructional Support Services) to Slow Learner Students in Inclusive English Class.**

To collect the data from second question “*what strategies do teacher mostly use to face the challenges in giving instructional support services to slow learner student in inclusive English class?*”, the researcher got some strategies to face the teacher challenges in giving instructional support services in inclusive English class for slow learner students. The following strategies are found by interview the participant on May, 16th – 17th 2019. The questions of interview was adopted based on the result of observation checklist which use theory from Tomlinson and Allan. Then, supported by theory from Mclean and Odon about strategies in practicing of students with and without disabilities.



**Table 4.2: Strategies in Giving ISS in Inclusive English Class**

No	Challenges in ISS	Strategies in Giving ISS in Inclusive English Class
1.	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Challenge in choosing suitable materials</li> <li>• Challenge in explaining the materials</li> </ul>	<p>Using Appropriate Material and Media :</p> <p>Teacher usually provide materials and media related to the material such as pictures, songs, videos, and real-life.</p>
2.	<p><b>PROCESS</b></p> <ul style="list-style-type: none"> <li>• Challenge in managing time allocation</li> </ul>	<p>Developing Appropriate Practice :</p> <p>Teacher interact and talking with slow learner students about their learning problem in free time</p>

3.	<p><b>PRODUCT</b></p> <ul style="list-style-type: none"> <li>• Challenge in giving assessment</li> </ul>	<p>Collaboration and Instructional Team with Other Teachers and Professionals :</p> <p>The teacher asked a help to the other teacher (who already join in inclusion training) in assessing special need students, especially slow learner</p>
4.	<p><b>LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Challenge in teaching large classroom</li> <li>• Challenge in untrained teacher without collaborate with</li> </ul>	<p>Using Appropriate Physical Environment and Supporting from Administrators, and the Community :</p> <p>The teacher arranged the classroom by grouping them based on their ability. Then,</p>

	shadow/special education teacher	if the teacher cannot handle the class, the teacher asked a help in inclusive center
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**a. Strategy of ISS Based on Content – Using Appropriate Material and Media**

In giving appropriate material to students with special, teachers need to experiment, apply and explore in order to learn better sensory encounters with the world. The teacher should provide materials and medias related to guessing questions or other learning materials such as pictures, videos, songs and real life that can be accessed by all students including those with special needs. When slow learner students cannot understand with the material, teacher done this:

"If the slow learner students still cannot capture the material, I will *use images or real-life that can be better explain the meaning of the material being taught*. I usually take the resources from elementary / junior high school books that may be easily understood by the level of student who are

slow to learn. Then, I will use mix language to give an explanation to them.”

Thus, to face challenges in the lack of concrete in inclusive English class material. The teacher used some pictures about how to make students more interesting and more understanding about the material.

**b. Strategy of ISS Based on Process – Developing**

**Appropriate Practice**

Developmentally appropriate practice is “based on knowledge about how student develop and learn”. A developmentally appropriate students with special need programme emphasize independence, direct learning activities that are balanced with activities directed by the teacher and supportive interactions between the teacher and students, and balance between individual and group activities. Developmentally appropriate practice is especially important to student with special needs in inclusive education because it recognizes various communication patterns between teachers and students and cultural interactions in the natural teaching process will encourage greater cultural sensitivity. This type of

teaching or instruction is automatically fair to all students. Since by using this instruction, all students will be involved and play an active role in giving expression, sharing, or talking, and strengthen their experiences in the classroom. As participant said:

“My strategy is taking care of his psychology by approaching and *talking to him when there is a good time and interacting with slow learners*. By doing the strategy, I will find out the problems that are faced by them (slow learner students) in learning English. I usually do after the learning process.”

The instruction of developmentally appropriate interactive approaches allowed adaptation to interactions in the class and accommodate a variety of individual needs. By using developmentally appropriate practice, teacher can help slow learner students become comfortable and confident in inclusive English class.

**c. Strategy of ISS Based on Product – Collaboration and Instructional Team with Other Teachers and Professionals**

Collaborating with other specialists and professionals, the school must provide an inclusive center that support by collaboration and instructional teams who will recognize

appropriate intervention services and educational strategies for students with special needs, especially slow learner student. Using this strategy, combine expertise from various professionals such as classroom teachers and special education, assessment specialist and linguists in an inclusive center. In addition, health care professionals and social workers outside the inclusive center or school building. The teacher can provide knowledge into the needs and strengths of each student such as slow learner students. The participant argued:

"To collaborate on the problems that I faced with slow learner students, I will discuss with counseling teachers in this school, teachers who have attended training about inclusive education. In addition, *in assessing student with special need, I will collaborate with the other teacher*".

In collaboration with the education team, they are able to implement strategies and design programs to help each student achieve the educational goals of slow learner students.

**d. Strategy of ISS Based on Affect/Learning Environment –  
Using Appropriate Physical Environment and Supporting  
from Administrators, and the Community**

Classroom settings influences the quality of interaction between the teacher and students, then increase engagement between slow learner student and regular students. The teacher must organized physical space and arrange all students in various types of group activities. Classroom settings are able to know the needs of students with special needs such as helping students who are slow to interact with regular students, maintain predictable direction for slow learner students to access material. As participant said that:

*"To make an effective teaching in large classroom, I would make some groups that aim to build a sense of socialization with other friends. In order to create interaction between regular students and slow learner student. Sometimes also, I would make the letter in explaining the material if it is appropriate with the material".*

Moreover, support from the administrator is one of the strategy in giving instructional support services. The teacher or

supervisors can interact with slow learner students and give them a motivation in learning English.

“I will approach the student *by inviting interaction and providing motivation* such as "you can think of me as your friend". That's for normal circumstances. But if students with special need especially slow learner students are angry and unstable. The supervisors, namely Mr. Eko and Mr.Sigit will calm them down.”

Furthermore, for teachers who teach English to students with special needs from many different students and ensure opportunities for all and deal with problems as they occur, inclusive center must provide support through collaboration with teaching teams in the classroom and other professionals, or provide assistance from assistance at school or the inclusive center. Participant argued that:

"To overcome the problem associated with students that has special need especially slow learner students, *the school made an inclusive center for students who have a problem in the school*. Those students can share their problem with the counseling teacher. The teacher will provide a solution to the students with special need ”.



From the explanation above, this research found there are some strategies that used to face challenges in giving instructional support services. Based on the learning environment, to make the effective teaching and learning English, the teacher make a group or manage seating arrangement. Then, the teacher faced the challenges by giving inclusive center which help slow learner students in solving their problems and consult with an English teacher. Moreover, the support from the administration are one of best strategy in giving instructional support services to slow learners in inclusive English class.

## **B. Discussion**

In this part will discuss about the findings by reflecting based on several theories. Moreover, it discusses about teachers' challenge in giving instructional support services and the strategies in dealing with the challenges that teacher faced inside the inclusive English class. There are fourth challenges based on Tomlinson & Allan (The differentiated classroom - Differentiating content, process, product, learning environment: Responding to the needs of all learners). Furthermore, those kind of challenges are lack of concrete material

and concept, time allocation, assessment, and large classroom and lack of training and collaboration, and there are some strategies that teacher used in dealing with the challenges. On the other hand, the teacher did not give the reasons or brief explanation to the each point of the challenges and strategies in giving instructional support services to slow learner students in inclusive English class. Thus, some criticisms will be added to explain more the challenges and strategies of English teacher.

### **1. Challenges in Giving ISS (Instructional Support Services) to Slow Learner Students in Inclusive English Class.**

The first challenge is line with the studies from Sifiso L,<sup>55</sup> the result of the study is lack of facilities and inadequate teaching and learning material. The lack of instructional materials means that students with special need is absence the aids of learning and supporting equipment, their movements in learning English is reduce and they feel inferior that regular students. In fact, this research found the challenges in selecting concrete material such as the teacher only

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<sup>55</sup> Sifiso L. Zwane and Matome M. Malale. *Investigating barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland*. Ministry of Education and Training, Mbabane, Swaziland, (2017)

use the material from the lower grade book to give for slow learner students in inclusive English class. It is one of the challenges since the teacher cannot provide the concrete material in teaching slow learner students in inclusive English class. Actually, according to Thwala, the teacher must be given the skills to utilize the material already provided. But several factors that contribute to learning problems are the inaccessibility of learning material and educators problems.<sup>56</sup> As the result from Sifiso L, Thwala, and the current research indicate the English teacher needs some a strategy in selecting concrete material in teaching and learning English.

The second challenges are large classroom and time allocation are the other challenges that faced by the teacher in inclusive English class. In fact, teacher faced the challenge since the teacher cannot manage the time and the attention between slow learner and regular students in the same class. This challenges related with the previous study Sifiso L. Zwane and Matome M. Malale.<sup>57</sup> The result of that

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<sup>56</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

<sup>57</sup> Sifiso L. Zwane and Matome M. Malale. *Investigating barriers teachers face in the implementation of inclusive education in high*

study found that the teacher had difficulty in teaching the large classes with large numbers of students, untrained teacher, and inadequate teaching and learning materials. Those factors increase the learning disruptions and the inability of the system to maintain effective teaching and learning in inclusive class. As Thwala<sup>58</sup> has been argued that one of the obstacles to the successful implementation of inclusive education is large classes. Large classes can be an additional challenges for teacher who teach in inclusive class. In addition, teacher have anxiety that regular students and slow learner student may not get the appropriate time and attention from the teacher in inclusive English class.<sup>59</sup> Findings of this research and previous study from Sifilo L. emphasize large classroom is the cause of lack of teaching and attention for slow learner in inclusive English class.

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*schools in Gege branch, Swaziland.* Ministry of Education and Training, Mbabane, Swaziland, (2017)

<sup>58</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland.* MCSER Publishing, Rome-Italy, (2015).

<sup>59</sup> Westwood, P. (2004). *Learning and learning difficulties: Approaches to teaching and Assessment.* London: David Fulton.

The next challenge is assessment. The findings of the research showed that the teacher need a collaboration with the counseling teacher in assessing slow learner students in inclusive English class. Since there are some criteria to assess student special need, especially slow learner. Moreover, the teacher never join in inclusion workshop or training. This challenge is line with Sifiso L. Zwane and Matome M. Malale.<sup>60</sup> That research found that inappropriate method refers to the assessment method that used to assess students who have learning difficulties such as slow learner students. According Thwala, the other challenges that faced by the teachers in inclusive English class are lack of competencies and assessment.<sup>61</sup> The problem is supported by the reality that the teacher in inclusive English class are not trained to teach in inclusive classes, the curriculum is inflexible, and teacher has not been able to become new roles in inclusive programs. The

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<sup>60</sup> Sifiso L. Zwane and Matome M. Malale. *Investigating barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland*. Ministry of Education and Training, Mbabane, Swaziland, (2017)

<sup>61</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

result from previous study and this study indicate the teacher needs for assessment training or workshop.

The last challenges, the teacher agreed that the challenges experienced are lack of training and competencies as collaboration with special education teacher or assessment specialist. Based on the observation checklist, the result showed that the teacher who taught in inclusive English class is an English teacher who never join in training about inclusive program. The teacher said that he never trained for inclusion, so he does not know how to handling the slow learner students in inclusive English class. As Thwala argued that due to the lack of training for teachers who teach in inclusive classes, teachers have not been able to lead the process of teaching and learning for regular students and slow learner students.<sup>62</sup> Furthermore, the other challenges are lack of special education teachers, strategies in handling the problem of students with special need like they cannot catch the material in one meeting and the using media in inclusive English class. Those challenges related with the

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<sup>62</sup> Thwala S'lungile. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. MCSER Publishing, Rome-Italy, (2015).

previous study were conducted by Maughreen Winifred Ladbrook,<sup>63</sup>, the aim of the study is to identify the challenges to the implementation of inclusion, as experienced by educators in primary school classrooms in South Africa. In that study, the findings showed that the challenges for educators are the lack of knowledge and training for educators and an inadequate infrastructure of the country present as some of the challenges for educators. Finding from previous research and the current research emphasize the need for teacher professional development training.

## **2. Strategies in Giving ISS (Instructional Support Services) to Slow Learner Students in Inclusive English Class.**

The finding showed that the challenges are lack of material and resources, time allocation, large classes, and assessment. As it was stated by Tomlinson and Allan, it is supported by Mclean and Odon. There are some strategies in giving instructional support services in facing those challenges to slow learner students in inclusive English class.

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<sup>63</sup> Maughreen Winifred Ladbrook. *Challenges Experienced by Educators in the Implementation of Inclusive Education in Primary Schools in South Africa*. University Of South Africa, (2009)

As Tomlinson stated that teacher can provide content in a number of ways in inclusive classroom by using appropriate materials and medias such as giving and showing some pictures of concrete object to help the teacher in illustrating concepts as the first step in teaching abstract concept.<sup>64</sup> In this research found that the teacher gave some clues like picture, videos, songs or real-life for slow learner students to give more understanding. The teacher also gave appropriate learning aids when explaining content by teaching prerequisite content to slow learner students, then allowing students to be interested in active moves in the class. Even changing content for some students based on their individual education programs such as students can obtain information and new ideas through reading independently or with a partner, participating in group demonstrations, or engaging in small group instruction.

The result of the research, developmentally appropriate practice is one of the strategy that used by the teacher in giving instructional support services. According Davis et al. argues that an appropriate

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<sup>64</sup> Tomlinson, C. *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development, (1999).



development program is emphasizing active excavation based on active services, independence, direct learning activities such as balance by directing the activities of the teacher, balance between individual and group activities, regular and supportive interactions created between the teacher and students, assessment and observations that report the inclusion program in the English class.<sup>65</sup> In fact, this research found that in managing the classroom, the teacher used group work to build the interaction between slow learner students with regular students in inclusive English class. Then, teacher observed the students by giving the additional time for slow learner students to share their needs in inclusive English class.

According to Mclean and Odon collaborating with various professionals such as class and special education teachers, linguists or collaborating with assessment specialists is a way to collaborate with teaching teams and teachers or other professionals inside the students special need center or school building such as social workers. In addition, inclusive center should provide health care

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<sup>65</sup> Davis MP, Kilgo JL, McCormick MG. *Young Children with Special Needs: A Developmentally Appropriate Approach*. Boston. Allyn and Bacon, (1998).

professionals to know the needs and strengths of each students.<sup>66</sup> The result found that the teacher need some collaboration with other teacher in choosing material and making questions for slow learner students in inclusive English class. Then, the teacher also collaborate with counseling teacher in assessing students with special need regarding slow learner student

The last but not least, in using appropriate physical environment. According to Mclean and Odon, the teacher should arrange physical space and invite all students in various types of group activities. Classroom setting must also address student needs, such as maintaining predictions order for a student special need to access materials.<sup>67</sup> It is suitable with the finding of this research, teacher use U-letter when the material is appropriate and make the all of students enjoy in understanding the material. The strategy also help the teacher to manage the large classroom to work quietly and more

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<sup>66</sup> Mclean M, Odon S. *Practices of young children with and without disabilities. A comparison of DEC and NAEYC identified practices.* Topics in Early Childhood Special Education, 139(130), (1993), 274-292.

<sup>67</sup> Mclean M, Odon S. *Practices of young children with and without disabilities. A comparison of DEC and NAEYC identified practices.* Topics in Early Childhood Special Education, 139(130), (1993), 274-292.

supportive. The other strategy is supporting from administrators and community are competent instruction for diversity requires the unconditional support of school administrators. Heads of students special need centers are supposed to be highly supportive of their instructional staff and supported their autonomy while maintaining an awareness of the needs. The result showed in facing the needs of instructional support services to slow learner student, the school built inclusive center to anticipate the problems of slow learner students. In addition, as Smith and Hilton stated that the teacher should have formal training in student's development, appropriate instructional and assessment techniques, curricular development, parent involvement and individual diversity.<sup>68</sup> The finding showed that the special educator in inclusive center is a teacher who has participated in training on inclusion. The training includes appropriate instruction and assessment technique.

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<sup>68</sup> Smith JP, Hilton A. *The preparation and training of educational community for the inclusion of students with developmental disabilities: The MRDD position*. Education and Training in Mental Retardation and Developmental Disabilities, 3 (19), (1999), 97-105

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of English teacher challenges in giving instructional support services to slow learner students and the strategies preferred to use. Moreover, this chapter contains the suggestion of the research for English teachers who teach in inclusive class and also the next researchers who may discuss the same topic.

#### A. Conclusion

This study was supposed to know the result of two research questions about kinds of challenges faced by teacher in giving instructional support services to slow learner students in inclusive English class and the strategy in dealing with the challenges. Based on the explanation presented in the previous chapter, the result of the research questions as the following explanation will be concluded.

The first result is about the challenges faced by teacher in giving instructional support services to slow learner students in inclusive English class. The challenges are giving instructional support based on content such as lack of material and concept. Teacher only used books, marker and whiteboard, and teacher's book. He also asked the

slow learner students and regular students to do exercise or read the text in their book that get from the school. Next, challenges in giving instructional support based on process is managing time. Teacher has difficulty to make agenda time which make the activities are inappropriate with the RPP and the planning schedule.

The other challenges are giving instructional support based on product is lacking of variety resources of assessment. Teacher has difficulty to provide variety of resources, teacher uses student and teacher's book from the school. Moreover, in assessing the slow learner students in inclusive English class, teacher give the students some questions or doing activities on their LKS, then give a score to the result of student's work. The last challenges in giving instructional support based on learning environment are large classroom, untrained teacher and lack of collaboration. Teacher cannot manage the class since there are many students in inclusive English class. In addition, if the teacher focus on regular students, slow learner student become crowded and some of regular students play their phone or disturb the other students. It caused the teacher is in the position of teacher's center and teacher cannot handle the other

students when he give more explaining to slow learner student. It may be caused there is no special education teacher who help and accompany students special need, especially slow learner student in inclusive English class.

The second result is about the strategy to overcome the challenges. The strategies used by an English teacher in dealing with the challenges are using appropriate material and media. Then, if the slow learner students still cannot capture the material, an English teacher will use images, videos, songs or real-life in the classroom.

Next strategies are developing appropriate practices, by interacting with slow learner student is one of the way to find out the problems that faced by them in learning English. It usually do after the learning process. The other strategies are collaboration and instructional teaming with other teacher or professional. An English teacher will discuss with counseling teachers in assessing student with special need, the teachers who have attended training about inclusive education. The last strategies are using appropriate physical environment. The teacher make some groups that aim to face the problem of large classroom and it build a sense of socialization with

other friends. In order to create interaction between regular students and slow learner student, the teacher would make the U-letter in explaining the material if it is appropriate with the material. Then, supporting from administrators, families, and community. To overcome the problem associated with slow learner students, the school has an inclusive center for students who have a problem in their learning activities regarding inclusive English class.

### **B. Suggestions**

Based on the result of the research, this research gives some suggestions as the following explanation:

1. For English Teacher

In giving instructional support services in inclusive English class is not easy for the regular English teacher who teach English subject for slow learner student and regular students that has different level of understanding, skill, and ability. This research suggest some information that can be useful for an English teacher who teach in inclusive English class. For example, when teacher face a challenge with choosing material and concept, the teacher can use media as

pictures, videos, songs or real-life, give the assignment by group work or pair work and interact with the slow students to know their interest. When teacher face a challenge in managing time, an English teacher can give additional time in breaking time to explain the material, then the teacher can give slow learner student an assignment from variety of resources such as elementary books or junior high school books. Next, if an English teacher face a challenges in assessment, the teacher can collaborate with other teacher (special education) or professional teacher in term of inclusive English classroom.

## 2. For future research

The research focusses on giving instructional support services to slow learner student in inclusive English class. If there is further research who will conduct with the same topic of this research, it will much better if the research expand the other types of students with special need in dealing with the challenges in giving instructional support services in inclusive English class.



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