

CHAPTER I

INTRODUCTION

This chapter discusses background of study, formulation of the research problem, the objective of study, the significant of study, scope and limitation of study, definition of key term, and management of inclusive education in the classroom.

A. Background of Study

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education gives knowledge and information to make life better than before. Every citizen has a right to get education especially a good education without discriminating the status, race, religion, and caste. It is stated in UUD 1945 English Version on Chapter XIII about education at article 31, (1) that every citizen has the right to receive education. Hence, students with special need have a right to get education as normal students. Students with special need are those who have different characteristics from normal students, the differences are the intellectual, physical, and emotion which lower or higher than normal students.

According to Wang (2009) students with special need are people with specific learning disabilities have been segregated from mainstream school practices as well as economic and social activities. It is supported by James said that (2007:330) students with disabilities are a variety of related term used to refer to children with special learning needs. When term

exceptional is used to describe students, it includes both children who have difficulty learning and children whose performance is advanced.

Furthermore, students with special need also have a right to get good education. It is clearly mentioned in UUD 1945 Chapter 10 about Human Rights Article 28 C (1) Every person shall have the right to develop him/herself through the fulfilment of his/her basic needs, the right to get education and to benefit from science and technology, arts and culture, for the purpose of improving the quality of his/her life and for the welfare of human race. (2) Every person shall have the right to improve him/herself through collective struggle for his/her rights to develop his/her society, nation and state. From these, we know that good education can be recieved every person include students with special need.

Good education for students with special need is Inclusive Education, because it is an education that offers or facilitates the students with special need study together with normal student in general school. According to Hue Lan Wang (2009) Inclusive schools are established primarily for improving the special children's learning and development. Specifically, inclusion aims to benefit special children through improvements in their learning outcomes, including their social skills, academic achievement and personal development.

For students with special educational needs, placement in mainstream education provides increased opportunities to improve communication skills and to interact with their peers. This can lead to the

development of new friendships in their local communities (Paul Martin: 2007). When the students with special need study in inclusive school, actually They can communicate with normal student and there is no regression for them.

The principles of inclusive education based on Paul Martin (2007: 38) are the first the goal of inclusion is not to erase or to ignore differences between individuals. Rather inclusion aims to enable all students to fully belong to the school community and to be educated within a framework in which differences between individuals are accommodated and celebrated. The second, to be inclusive, schools should examine, and, as appropriate, adapt, their culture or ethos, values, management, policies, procedures, organization, curriculum content, approaches to learning and teaching and provision of programmes with a view to accommodating students with special educational needs, students with other learning differences, and students from different environments and cultures. These principles of inclusive education is appropriate for students with special need than they study at SLB (Sekolah Luar Biasa).

The difference between inclusive education with SLB are when the students with special need will study with the homogenous student, and there is regression for them from environment, while there is no the regression for students with special need in inclusive education and the students with special need can compete or motivate from normal students. According to Jenkinson (1997), children with disabilities are traditionally educated in

segregated classrooms, specifically designed to cater to the students' certain incapacities. Educators find this segregation system beneficial, as they are able to apply curriculum formulated specifically for special children. Likewise, children with disabilities benefit from this system not only because of the appropriate curriculum, but also the thought of attending classes with classmates having the same disabilities enhances their confidence or self-esteem as well. Furthermore, being segregated assures the security and sufficient support special children need. From these we know that there will be segregation for students with special need when they study, so inclusive education is an answer for students with special need.

In Tulungagung regency and the only school which holds inclusive it is SMP Islam Al Azhaar Tulungagung. Based on the result of observation this school facilitates 3 classes or level classes for student with special need. They are class with full inclusive class, therapist class and the last is accompanied class. Each of level class has its own characteristic. In this research, the full inclusive class is chosen. In this class the student with special need study together with normal student in one class. Eighth grade is another consideration taken, because they have been adapted with environment of school than other grade.

Some indicate of dealing with this research have been conducted by some research. However the previous study of the research was done by Gladnes Nwacoye Mpya from University of South Africa "Managing Inclusive Education In The Classroom With Reference To The Nkangala

Region In Mpumalanga” From the research findings, it became evident that managing inclusive education in the classroom could be done effectively only if some of the issues are thoroughly deal with for instance, putting relevant resources into place and giving educators enough training, the second previous study was done by Indri Setyowati from IAIN Surakarta “Classroom management applied in teaching english by the tenth grade english teacher of SMA N 1 Wonosari” found there are three aspects in classroom management they are classroom orderly rows and separate table, rules and routine, relationships, engaging and motivation instruction, and dicipline.

The difference from the cover are the object of the study and the focused of reasearch, the first preivious study focused on managing inclusive classroom, while the second previous study focused on classroom management for public school, so this reasearch is different with the previous study. From these decriptions and previous study the researcher focused on the teacher practices of inclusive instruction in managing the inclusive classroom, so the researcher give tittle in this research is “The teachers practices in managing the inclusive classroom at SMP Islam Al Azhaar Tulungagung”.

B. Formulation of Research Question

Based on description above, the researcher formulated as follow:

How do English teachers manage the inclusive classroom at SMP Islam Al Azhaar Tulungagung?

C. Objective of Study

This part presents the objective that is supposed to be achieved by the research.:

To know the teacher manage the inclusive classroom at SMP Islam Al Azhaar Tulungagung

D. Significant of Study

In the significant of study, the result of this study is expected to be any use, follow :

1. For the school this research would give contribution to the school to know the ability, strength and lack of the teacher in managing the English Class, so that he or she can evaluate his or her classroom management in teaching English.
2. For Student of Islamic Education Department in IAIN Tulungagung,
The result of study is aimed for student of Islamic education departement in IAIN Tulungagung, who become a teacher and find the student with special need in the class, this study can be as reference thow to solve the problem and teach them in the classroom.
3. For other Researcher
Hopefully, this study will contribute as good reference for other researchers who will conduct a study.

E. Scope and Limitation of Study

There are many subjects and system education that can be observed, but in this study the researcher limits the study only on the teacher's practices in managing the inclusive classroom at SMP Islam Al Azhaar Tulungagung. It focuses on teacher's practices in managing the inclusive classroom especially on how the teacher improve their competencies to be effective in managing the inclusive classroom, the teacher manage the inclusive classroom and the obstacle in managing the inclusive classroom.

F. Definition of Key term

These term are needed to avoid the misunderstanding, it would necessary limitation of the study :

A. SMP Islam Al Azhaar Tulungagung

SMP Islam Al Azhaar Tulungagung is one of Islamic school in Tulungagung which facilitates the students with special need to study in this school, it is called as Inclusive school.

B. Inclusive Education

Inclusive education is an education that offers or facilitates the students with special need to study together with normal student in general school. The student with special need in inclusive classroom is student with autism who study in together in the classroom.

C. Inclusive classrooms

Inclusive classrooms is educators would want classroom activities that consist of positive interaction among all class members and wish that learners were more alike in many respects. Unfortunately this is not possible. Any class consists of a diverse range of learners who need to be accommodated.

D. Classroom management

Classroom management is how the teacher manage the class to be more effective.

E. The Classification of Students With Special Need

Students with special need are students who have different characteristics from normal students, the differences are the intellectual, physical, and emotion which lower or higher than normal students.