

CHAPTER II

REVIEW OF RELATED LITTERATURE

This chapter discusses the reviewing of literature, which consist of about SMP Islam Al Azhaar Tulungagung, inclusive education, inclusive classroom, review on classroom management, review on teaching English, the classification of students with special need, and review of the previous 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. The location of SMP Islam Al Azhaar Tulungagung is on Jl. Pahlawan III/ 40, Desa Kedungwaru, Kec. Kedungwaru, Kab. Tulungagung.

There are many education programs in SMP Islam Al Azhaar Tulungagung, they are Tahfidzul Qur'an, Yanbu'a method, green school, inclusive education, GLS (Gerakan Literasi Sekolah), door to door in the parent's house and Qiyamul lail, and extracurricular. This school is the only one school which holds inclusive education in Tulungagung.

In this school offers 3 classes of inclusive education, they are :

1. Full inclusive class

Full inclusive class is the students with special need are gathered to study in the class with normal student. The students with special need are not accompanied by the inclusive teacher in the class, because their mind and attitude can adapt all of the material as normal student. So, the students with special need are ready to gather in the regular class or full inclusive class

2. Therapist class

Therapist class is small class which includes two or three students who study in the class. In this class, the students with special need are given some therapists from inclusive teacher, because their mind and attitude are not control yet by them, so they have to do therapy to control their mind and also their attitude.

3. The accompanied class

The accompanied class is small class which contains two or three students with special need. In this class, the students with special need have to be accompanied by inclusive teacher in every lesson, the inclusive teacher always sit beside them in every lesson that called as “shadow”. So, when the students with special need do not understand or confused with the lesson, they can ask the inclusive teacher directly.

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. 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.

The goal of inclusive education based on Paul Martin (2007:39) is to create a framework within which differences between individuals are accommodated and celebrated. Inclusion in education relates not only to students with special educational needs, but also to a welcome for and acceptance within the school of all students who have learning differences - for example those who are members of the Traveller community, those living in areas of social or economic deprivation, and those from other

cultures, whose first language may not be English or Irish. Inclusion does not seek to erase or ignore differences between individuals: in its essence, inclusion implies the right to appropriate education.

Inclusion is viewed as a much broader concept than integration. In an integrated school or classroom, the burden of adaptation to what may be a largely unmodified situation is often placed on the student who learns differently. Inclusion, on the other hand, implies that the diverse needs and learning differences of all students are accommodated and that appropriate structures and arrangements are adopted to enable each student to achieve the maximum benefit from his/her attendance at school.

The enrolment in recent years of significant numbers of students with special educational needs in mainstream post-primary schools has led in many schools to the development of whole-school policies and practices to facilitate the inclusion of these students in the various aspects of school life. In these schools, the management, principal, teachers and other staff members are responding purposefully to the management, curricular and pastoral issues associated with the provision of education for students with special educational needs and are endeavouring to deepen their knowledge and understanding of special education.

According to Paul Martin (2007:39) there are many benefits for students with special need when They study in general school or inclusive education, they are:

1. 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. Students with special educational needs can also benefit socially from inclusion through a reduced sense of isolation and be subjected to less negative labelling. There is a highly favourable tendency for students with special educational

needs to be more motivated and to work harder in the inclusive classroom. An inclusive setting can expand a student's personal interests and knowledge of the world, and prepare him/her for better post-school experiences and adulthood.

2. Inclusion can have a favourable impact on students without, as well as students with, special educational needs. An effective way to help students overcome the misconceptions they may have about people with special educational needs is to bring them all together in an inclusive school setting. In the inclusive school, all the students can learn to accept and value individual differences. Experience of inclusive education can help everyone in the school community to prepare for a future inclusive society.
3. When inclusive education is implemented appropriately, benefit can accrue to all students in the classroom. For example, all students can benefit from having two teachers in the classroom during co-operative teaching as well as having more opportunities to master activities through practicing and helping others in co-operative learning activities. Teachers are more apt to break instruction into finer parts, repeat directions, coach students in the use of learning strategies and offer individualised support, when a student with special educational needs is in the classroom. Students with low-achievement, who are not classified as having special educational needs also benefit from these effective teaching strategies.
4. There are also advantages for parents. When students with special educational needs are integrated in local schools, their parents have more opportunity to participate in the school and in the community in which the school is situated. Some parents have reported positive changes in family life, with increased interactions with family, friends, and neighbours, increased self-esteem, and fewer behavioural problems.

C. Inclusive classrooms

Inclusive classroom 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.

Alban-Metcalfe (2001:20) defines an inclusive classroom as “... one in which continuing emphasis on valuing individual differences lead all pupils, irrespective of social or cultural background, disability or difficulty in learning, to succeed in terms of the fulfilment academic and social goals, and in the development of positive attitudes to self and others”. Even though this inclusive education, according to Engelbrecht *et al.* (2001:256) makes an additional demand on teachers especially those in general classes because they were not used to diversity, it is nevertheless the most suitable route to follow in order to reach the long-term goal of the present Democratic Government. The goal is developing “... an inclusive education and training system that will uncover and address barriers to learning, recognise and accommodate the diverse range of learning needs” (Department of Education, 2001b:45).

Educators are faced with serious challenges when teaching learners with diverse needs. They have to change their teaching strategies and create an environment that is conducive for all learners in the classroom, for example, those with physical, emotional and psychological problems. Since there will be a number of changes that will be made in the process of implementing the policy of inclusive education, educators and other stake-holders will have to be patient and be warned that: “... change is difficult, but inevitable. It is guided first by vision, then by planning, then by action. No

matter how much we want to hurry, change is methodical and slower than we might wish. But it does occur” (Lilly **in:** Swart *et al.*,)

In spite of the problems that educators encounter in planning their inclusive classrooms, Engelbrecht, Green, Naicker and Engelbrecht (1999:72) suggest some main issues that can be dealt with in meeting these challenges, for example, the learners, psychosocial environment, physical environment, classroom organisation and the inclusive curriculum. These issues will now receive closer examination.

a. *The learner*

According to Engelbrecht *et al.* (1999:72) in any classroom there are no two learners who are the same. They differ in their pace and style of learning, hence educators have to use different methods in order to accommodate them all. Some learners have physical and/or sensory disabilities and they require assistive devices such as computers in order to learn effectively. There are some who have mild to moderate disabilities and they are difficult to identify, yet they need attention. It is therefore the responsibility of an inclusive educator to make them feel important and loved.

b. *The psychosocial environment*

Khumalo (2000:34) attests that “... an inclusive classroom needs to provide a safe and supportive environment in which all learners are willing to participate in class activities without feeling ridiculed ...” When the atmosphere is not as supportive as it should be, there is no doubt that it may impede learning. The educator has the responsibility of creating and maintaining a classroom atmosphere

which nurtures the personal, cognitive and social development of all learners (Engelbrecht *et al.*, 1999:72).

c. *The physical environment*

The Department of Education (2002:140) is concerned about the inaccessible and unsafe environment in many centres of learning, hence it is conceptualised as a barrier to learning and development that needs to be removed. The classroom should be wheelchair- friendly, doorways should be widened, and stairs should be removed and be replaced with ramps to allow movement. Wadsworth and Knight (1999:3) contend that even though there is a “... call for building accessibility for individuals with disabilities, not all facilities are in compliance, therefore a physical therapist or an occupational therapist needs to be included in an assessment of the school to determine needs such as handrails, ramps, widening of sidewalks and doors, and adjustment of equipment heights”.

Learners who experience barriers to learning may need assistive devices such as computers. Keel, Dangel and Owens (1999:24) found that for learners with achievement problems, computer- assisted instruction could be an effective learner-directed tool for initial acquisition of basic skills rather than just for practice and drill. The above authors also believe that computer-assisted instruction provides an alternative to teacher-directed instruction for specific component of instruction. Wolpert (2001:7) emphasises that caution should be exercised to ensure that computers should only be used as a medium of instruction and not as a replacement for instructional teacher contact. This author does not rule out the fact that computer assisted instruction was found to be beneficial for all learners for the same reasons

namely that it is interactive, non-threatening and self-paced, she only advocated the need for balance between both forms of instruction.

d. *Classroom organization*

Choate (2004:428) indicates that creating an orderly setting is the first step in establishing an environment that is conducive to learning and preventing behavioural problems. The classroom should be arranged in such a way that learners are able to move freely without disturbing the classroom layout. Among others there should be a library or a quiet reading centre with books and magazines to help learners access information. Since learners will be working on projects that need to be displayed for assessment purposes, there should be workstations even in corridors to allow flexibility. Furthermore Engelbrecht *et al.* (1999:74) clearly indicate that for optimal learning to occur there should be homogenous or groups of mixed academic ability that will work together and teachers should provide the necessary supervision.

e. *The inclusive curriculum*

The curriculum is viewed as one of the factors that act as a barrier to learning and development in the classroom. Msimango (2002:128) emphasises that “... curriculum is at the heart of the education and framing system. It reflects the values and principles of our democratic society. It may thus be seen as the engine that should drive the values and principles espoused by our society”. It is, however, important that the curriculum should be flexible enough to accommodate all learners in the classroom otherwise it could lead to learning breakdown.

The Department of Education took it upon its shoulders to review the curriculum that was used during the apartheid era. The curriculum then was

teacher-centred and content-based. It was changed to the one that is learner-centred and aiming at meeting the diverse range of needs, and it is referred to as Outcomes-based- Education (OBE). As a researcher, this author regards OBE as a life saver because its main goal as Schoeman and Manyane (2002:176) put it, is to increase the knowledge of the learners and develop their critical thinking, understanding, skills, values and attitudes so that they may become successful individuals in their society.

D. Review on Classroom Management

1. The Nation of Classroom Management

In Classroom management takes an important role in the teaching and learning process. It will help the teacher to run the class well. Gebhard (2002:69) in Fauziati (2015: 79) simply stated that classroom management refers to the way teacher organize what goes on in the classroom. According to Emmer, Everston, and Anderson (1983:54) in Fauziati (2015:79), the concept of classroom management is broader than the notion of student discipline. It includes all the things teacher must do to foster student involvement and cooperation in classroom activities and establish a productive working environment.

Marzano (2003:31) in Garret (2014), classroom management is consistently identified as an important factor in student learning. Meanwhile, Wong and Wong (1998) in Fauziati (2015:80) stated that classroom management includes all of the things that a teacher must do towards two ends, namely; to foster student involvement and cooperation in all classroom activities; and to establish a productive working environment. In other words, the researcher can states that classroom management is any action which the teacher uses for building a good collaboration of social interaction, active engagement in learning, and motivation in the teaching and

learning process.

2. Goals of Classroom Management

According to Evertston and Weinstein (2006) in Garret (2014:57) nevertheless emphasize that classroom management has two goals:

1. Creating an environment for academic learning.

Academic learning refers to learning content specified in state content standard such as learning to read and write, learning to reason, learning to science, math, and social studies and so on.

2. Creating an environment for social-emotional learning.

Social-emotional learning promotes growth in social skills and the ability to express emotion maturely. Classrooms are well managed only when the teacher create environments that promote both of this kind of learning.

3. The Areas of Responsibility of Classroom Management

The purpose of the teaching and learning process in the classroom is to make the students successful. An order is needed by a learning community for making students successful. Burden (2000:218) state that the order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional task and are not misbehaving. There are several areas of responsibility for the classroom management.

Burden (2000:13) stated that an effective classroom management handles the following seven areas of responsibility:

- a. Select a philosophical model of classroom management and discipline.
- b. Organize the physical environment.

- c. Manage student behavior.
- d. Create a respectful, supportive learning environment.
- e. Manage and facilitate instruction.
- f. Promote classroom safety and wellness.
- g. Interact with colleagues, families, and others to achieve classroom management objectives.

Certain models of classroom management have been proposed by some educators, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline. Teachers really need these theoretical models since they offer a basis for analyzing, understanding, and managing the students and the teachers' behavior. The teachers should select a philosophical model that is consistent with their beliefs. The technique which is used to manage the students' behavior should be consistent with the belief about how students learn and develop.

The instruction and the order in the classroom are affected by the way desks, tables, and other class materials arrangements. The teacher needs to organize several aspects of the physical space to create an effective learning environment. A classroom needs guidelines to promote the order and to provide conducive learning environment. Burden and Byrd (2010:219) stated that rules and procedures support teaching and learning and provide students with clear expectations and well-defined norms. Students also need to feel physically and emotionally safe before they can give full attention to the instructional tasks. Some aspects which contribute to classroom safety and wellness, such as strategies in managing student behavior, creating a supportive classroom, and managing and facilitating instruction needs to be cope by the teacher. However, sometimes teacher needs to take actions for solving problems and conflicts that threaten classroom order and the learning environment.

4. Components of Classroom Management

According to Marzano (2003:13) there are five components of Classroom management:

1. Physical Design of Classroom

The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on.

2. Rules and Routines

Teachers establish class rules and routines such as handing back papers and taking attendance to keep the class activities running smoothly with as little disruption and loss of time as possible.

3. Relationships

Effective classroom manager develop caring, supportive relationship with students and parent and promote supportive relation among students.

4. Engaging and Motivating Instruction

Effective manager develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

5. Discipline

Discipline revolves around teacher focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

5. Classroom Management Approaches

Classroom management is a multifaceted concept and views about classroom and its styles can be categorized in various ways. Writers categorize different classroom management approaches based on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students take as the organizer for classification by researchers.

According to Burden (1995) in Yasar (2008:8) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden (2000:46) grouped the different classroom management approaches under three main headings:

- a. The Intervening Model which consists of high control approaches includes Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment
- b. The Interacting Model which is medium-control approaches includes Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Noncorrosive Discipline, Discipline with Dignity, and Judicious Discipline.
- c. The Guiding Model which can also be called as low-control approaches include Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.

6. Factors influence teachers succeed in the classroom management

Fauziati (2015:80-85) stated that there are some crucial factors which influence the kind of interaction that goes on in the class:

a. Teacher Talk

Chaudron (1999:54-59) summarizes the research on teacher talk in language classrooms which shows the following modifications: (1) rate of speech appear to be slower; (2) pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer; (3) pronunciation tends to be exaggerated and simplified; (4) vocabulary use is more basic; (5) degree of subordination is lower; (6) more declaratives and statements are used than questions; and (7) teachers may self-repeat more frequently.

b. Teacher Talking Time

Krashen's (1982) stated that good TTT may have beneficial quality; students can get a chance to hear language which is above their own productive level but comprehensible input. In speaking classroom, however, teachers should ensure themselves to minimize the TTT and maximize the STT (Student Talking Time). The most effective use of the target language is when they are actively using it in the classroom through drills or a meaningful conversational activity.

c. Voice Management

With regard to the use of voice, Harmer (2005:16-17) presents three issues to consider: audibility, variety, and conservation.

1) Audibility

Teachers need to be audible. They must be sure that students at the back of the class can hear them just as well as those at the front.

2) Variety

It is important for teachers to vary the quality of their voices and the volume they speak at, depending on the type of the lesson and the type of activity. The sound should change naturally according to the situation.

3) Conservation

Conserving the voice is one thing teachers should take into account when planning a whole day's or a whole week's work. Just like opera singers, they have to take great care of their voices.

d. Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2010:3) stated that teachers should take care of their physical position and movement during the following lesson stages;

1. During language presentation, teachers like the attention of all the students at this stage; therefore standing is the best position. When giving instructions they like the attention of whole class, so standing is the best position.
2. During reading activities (when students are reading) then there is no need to be dominant so much; so sitting and occasional monitoring is enough.
3. During activation control, teachers can allow the students freedom to carry this stage. The teacher should be at a distance from the activity, preferably be seated. However teacher should be available when needed.

e. Seating Arrangements

Seating arrangement has necessary role in teaching-learning activities. Its arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom. There are several ways to arrange the seating in English classroom presented by Harmer (2005:18-20).

1. Orderly Rows

This might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a content course. Advantages of this are that the teacher can see all students, move freely around the classroom and can gain the attention of all the students.

2. Circle/Square

This arrangement is best used for discussions and for activities where students are answering more open-ended questions.

3. Horseshoe

This arrangement is characterized by the equal status of all students and teacher, just as in the circular/square arrangement. Students can see each other's faces, and they can interpret others' body language as they speak to get a better understanding of what is being said.

4. Back to Back

When two chairs are placed back to back, students working in pairs are able to practice their listening skills.

- f. Element Necessary in Language Classroom

Harmer (2005:25) pinpoints some elements need to be present in a language classroom called "ESA", Engage, Study, and Activate.

1. Engage

Engage is the first in a teaching sequence where teachers try to arouse students' interests, thus involving their emotions. This can be done through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc.

2. Study

Study phase activities are those where students are asked to focus on language (or information). Teachers present and explain the materials and students practice them. Teachers can use different styles of study activities such as giving explanation, note taking, reading, translating, etc.

3. Activate

Activate element describes exercises and activities which are designed to get students using language as freely and communicatively as they can. The objective for the students is not to focus on linguistic form but on the practice of using the language for communication.

7. The Classroom Management of The English Teaching and Learning Process

1. Definition of the Classroom Management

Nowadays, classroom management is a very is issue in the world of the teaching learning. A positive classroom management will motivate and involve students in the teaching and learning activities. Neil and Wiles (1990: 277) study that classroom management is a brooder concept and generally is directed towards effective and efficient learning.

It is not important to debate which one is broader or narrower. In fact, the process of teaching and learning may not run well if the teacher is unable to manage her classroom. It is stated by Brown (2001: 192) that one of important stages in a successful teaching and learning process is classroom management which encompasses an abundance of factors ranging from how the teacher physically arranges the classroom to how to create classroom energy.

There are some definitions about classroom management formulated by theorists. Richards in Richards and Nunan (1990: 10) states that classroom management refers to the ways of student's behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively.

Doyle in Burden and Byrd (1999: 162) states that classroom management refers to the actions and strategies teachers use to maintain order in classrooms. Burden and Byrd (1999: 163) state that classroom management focuses on establishing and maintaining workable system for classroom groups rather than ways to spot and punish misbehavior, resolve behavior disorder, or capture the attention of individual students. Meanwhile, Levin and Nolan (1996: 2) state that classroom management is intricately related to teaching. They cannot exist independently. Burden and Byrd (1999: 239) explain that classroom management focuses on ways to establish attention and to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual pupils. Richard in Richard and Nunan (1990:32) states that in a well-managed class discipline problems are few and learners actively engaged in learning task and activity. This contributes to the motivational level and expectation for success that the teacher creates in the class. According to Levin and Nolan (1996: 32), teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement. Meanwhile Doyle in Burden and Byrd (1999: 68) defines classroom management or the efforts done by the responsible person in the teaching learning activities in order to get on optimum condition.

Based on the explanation above, it is known that there are many definitions and also some principles of good classroom management formulated by experts. In short, it can be said that classroom management refers to any actions or strategies teachers use to maintain, organize, and control the pupils' behavior, movement, and interaction to keep them constructively engaged in teaching-learning activities.

According to Spratt, Pulverness, and Williams (2005: 134-135), there are some classroom functions that are often used by the teachers, they are:

1) Instruction

The language of instruction is often the imperative, particularly for young learners and for beginners, example open your books at page 12.

2) Narrating

Narrating is telling a story or talking about something that has happened. In the primary classroom we often tell stories to learn. In secondary and adult classrooms teachers may tell stories too, but teachers might more often talk about past experiences and things that have happened in our lives.

3) Eliciting

Eliciting is when teachers get information from our learners rather than giving it to them. This information can be about topics or language. For example, we can show learners a picture and ask 'what can you see in the picture? We can also ask learners to give us general information.

4) Prompting learning

Prompting is when teachers say something to help learners think of ideas, or to remember a word or phrase by giving them part of it. For example, teachers could say to learners the start of a storytelling activity.

5) Correcting

Teachers can correct learners by using language to indicate where or how they have made a mistake.

6) Checking

Teachers check learning all the time during the lesson, but teachers do this must often after they have presented new language, and at the end of a lesson to give students information for planning the next lesson.

7) Conveying

Teachers convey the meaning of new language. When teachers convey the meaning they show the meaning of new words or structures.

Furthermore, Nury (2007) proposes the teacher key concepts in the language teaching in the classroom:

- 1) The language teacher use in the classroom must be appropriate for the classroom function and for the level and age of the learners
- 2) Teachers need to grade the language to suit the language level and age of the learners. Grading language means choosing to use classroom language that is or below the language levels of the learners.
- 3) Teachers need sequence the language appropriately to provide learners with learning opportunities. Sequencing means using language in a logical order.

This particularly important for explanation and instructions.

- 4) Learners can learn classroom language, just by hearing it again. So it is important to use the same classroom language for classroom functions at the early stages of learning.
- 5) Teachers need to think about the language teacher are going to use for different classroom function and make sure the language is appropriate. Appropriate language will use the right degree of formality for the learners.

E. Managing The Teaching and Learning Process in the Classroom Management

1. The Teacher Roles

Brown (2001: 67-168) suggests the following teachers roles, which are more conducive to creating an interactive classroom. First, a teacher is as controller. The teachers determine what the students do, when they should speak, and what language forms they should use. To make interaction, the teacher must create the climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of experience given over to students. Second is a director. This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring its own uniqueness. Third is as a manager. In this, the teacher is one who plan lessons, modules and courses, and who structures the larger segments of classroom time, but who them always each individual player to be creative within those parameters. Fourth is as a facilitator. The teacher makes learning easies for students: help them to clear away roadblocks, the find shortcuts, to negative cough terrain. The last is as a resource. The teacher is available for advice and counsel when the students seek it.

2. Grouping Students

Spratt, Pulverness, and Williams (2005: 148) state the key concept of grouping students and the language teaching classroom. Teachers need to consider a number of different factors bellows:

1) The teaching aim

It is much easier to choose how to group students when we have decided on the aims of the lesson and the aim of each activity.

2) The learning styles of the students

For example, some students prefer to work as individual, others in groups.

3) The ability and level of the students

Most classes are 'mixed ability' i.e. the include students of different abilities. Teachers can group's students for some activities so that students of the same ability work together, and for some activities so that students of different abilities work together.

4) The personalities of our students.

Most of the time students will work together, but the sometime there are students who do not work together positively.

5) The class size.

With a class of between 20 and 30 students, teachers can manage pair and group work quite easily. With classes of more than 30 students, pairs and group work are possible, but need more careful planning.

3. Giving Feedback

According to Spratt, Pulverness, and Williams (2005: 157), giving feedback is giving information to learners about their learning. Feedback can focus on learner's language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Furthermore, they state key concepts of giving feedback in the language teaching in the classroom. They are:

- 1) Students can organize small group feedback sessions, where the teacher and the learners can give and receive feedback on the classes and their learning
- 2) Learners will need training is how to give feedback to each other.
- 3) Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class.

4. Seating Arrangement of the Classroom Management in Big Classes

Brophy in Levin and Nolan (1996: 125) states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process. It must be stressed that learning activities are more successful when teachers have pre-planned for appropriate seating arrangements and materials and have developed rules and procedures.

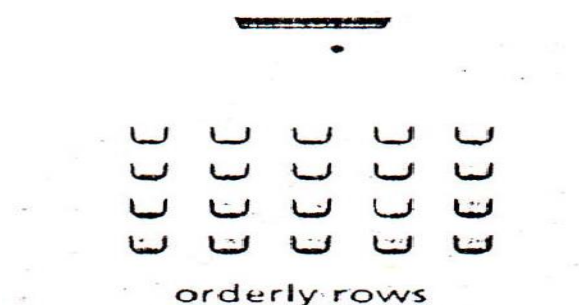
According to Evan and Lovell in Levin and Nolan (1996: 126), teachers have no control over the size of their classroom. However, they usually can decide how best to utilize the given space within the classroom. Careful use of physical space makes a considerable difference in classroom behavior.

Levin and Nolan (1996: 126) state that seating is planned so that the teacher may easily reach any pupils in the class without disturbing others students. Besides, seating is arranged so that all students are able to see instructional presentations.

According to Harmer (2001: 19-20), there are four seating arrangements, they are:

1) **Orderly rows**

Orderly rows imply teachers working with whole class. It means that the teacher has a clear view of all the students and the students can all see the teacher (in whole direction they are facing). It is necessary when the teacher works with the whole class sitting in orderly rows, it is vitally important to make sure that they remain in contact with the pupils and that they keep

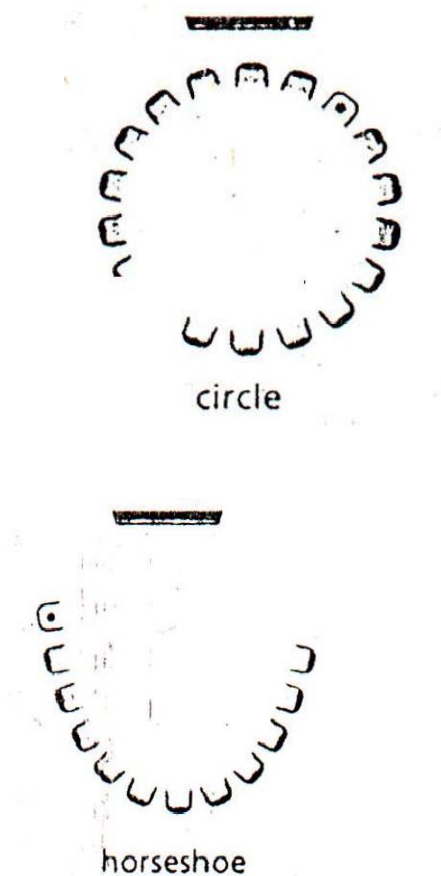


everyone involved. The seating arrangement in orderly rows:

Picture 1. Orderly Rows Seating Arrangement

2) **Circle and Horseshoes**

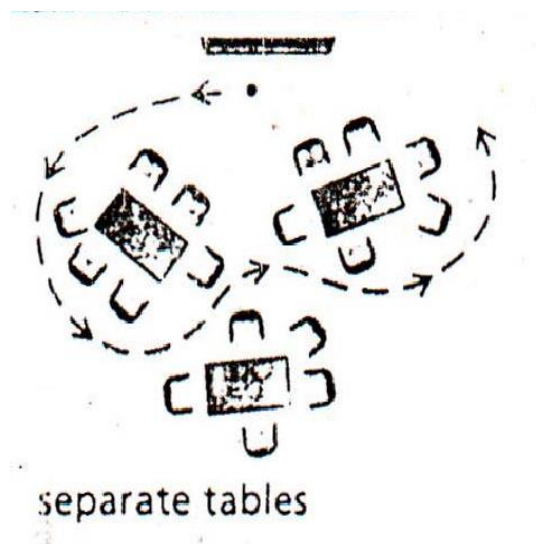
In a horseshoes the teacher is often located in a central position; it has much greater opportunity to get close to the students. In a circle, the teacher's position is outside of the circle. The horseshoes and circles arrangements the students have shared and information through talking, eye contact, or expressive body movement (eyebrow-raising, shoulder-shrugging etc). The seating arrangement of circle and horseshoes:



Picture 2. Circle and Horseshoe Seating Arrangement

3) Separate tables

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is much easier for the teacher to work at one table while the others get on with their work. In separated classroom students might see the teacher walks around to check the students work and helps if they have difficulties. The setting of separate table is:



Picture 3. Separate Tables Seating Arrangement

5. The Physical Environment of the Classroom

1) Sight, sound, and comfort

Brown (2001: 192-194) states that physical environment of the classroom are sight, sound, and comfort, they are:

1. The classroom is neat, and orderly in appearance.
2. Chalkboards are erased.
3. Chairs appropriately arranged.
4. The classroom is as free from external noises as possible (machinery outside , street, noise, hallway voices)
5. Acoustic within your classroom are at least tolerable.
6. Heating or cooling system (if applicable) is operating.

2) Chalkboard use

The chalkboard is one of the greatest allies. It gives students added visual input along with auditory. It allows the teacher to illustrate with words, pictures, graphs and charts.

3) Equipment

The classroom may be construed to include any equipment the teacher may be using if the teacher is using electrical equipment (say, an overhead projector or a video player), sure that

1. The room has outlets,
2. The equipment fits comfortably in the room,
3. Everyone can see (and /or hear) the visual/auditory stimulus,
4. You leave enough time before and after class to get the equipment and return it is its proper place,
5. The machine actually works,
6. Teachers know how to operate it
7. There is an extra light bulb or whatever else teachers will need if a routine replacement is in order.

6. The Teacher's Physical Attendance

According to Brown (2001: 194), the fundamental classroom management concern has to do with the teacher and his message through the teacher's voice and through the teacher's body language.

One of the first requirement teachings of good teaching is good voice projection. The teachers do not have a loud, booming voice, but the teacher needs to be heard by all the students in the room. When the teacher is talking project, the teacher's voice is loud so that the person sitting farthest away from the teacher hear the clearly. If the teacher are directing comment to a students in the first row sitting right in front f the teacher, remember that in whole-class work, all the reeks of the students need to be able to hear that comment. The teacher must speak the articulation clearly. Clear articulation is usually more of a key too comprehension than slowed speech.

The teacher's voice is not the only production mode available to the teacher in the classroom. Nonverbal messages are very powerful. In the language class, especially, where students may not have all the skills they need like verbal language, their attention is drawn to nonverbal communication. Here are some pointers:

- 1) Let the teacher body posture exhibit an air of confidence.
- 2) Face the teacher should reflect optimism, brightness, and warmth.
- 3) Use facial and hand gestures to enhance meaning of word and sentence that might otherwise be unclear.
 - a) Make frequent eye contact with all students in the class.
 - b) Do not "bury yourself" in the teacher note and plans.
 - c) Do not plant the teacher feet firmly in one place for the whole hour.
 - d) Move around the classroom but, not to distraction
 - e) Follow the constructional rules proxemics (distance) and kinesthetic (touching) that apply for the culture (s) of the teacher students.
 - f) Dress appropriately, considering the expectations' of teacher students and the culture in which the teacher are teaching.
 - g) According to Nury Supriyanti (2007:1-4), teacher's attendances physically in the classroom are:

7. The teacher's Attendance

Teacher's attendance is a very significant factor for the success of language learning in the classroom. Therefore, it must be maximized with all efforts. The teacher is a unique personnel. Her superiority is expected to support conducive classroom management for learning.

a. Teacher's Proximity in the Classroom

It is important to give attention to the distance between teacher's and students' position in the classroom. Some students consider it as intimacy. Far distance is considered as rigidity.

b. The Appropriateness of Students-Teacher Relationship

Teacher's position that is always near to the students makes students uncomfortable.

c. Teacher's Movement

Classroom management includes how much we move and how the position is. Some teachers are comfortable in one position only, but others are comfortable to move around the class while teaching in order to supervise students' activities effectively. Basically, teachers who like to stay in one position only, moreover in teacher's chair without moving at all, will be boring. In the opposite, those who like moving around will make students confused. For example: While the teacher is explaining material, he or she will take the position in the front of the class. While the teacher is monitoring group activities, she or he will be in the position where she or he can observe all students clearly.

a) Voice Clarity (how the teacher manages her/his voice)

One of teacher's instruments in teaching is voice, especially for language teacher.

b) Pronunciation

The pronunciation used must be based on standard pronunciation, either in Indonesia and English because each language has different character. Teacher's language is the model language, either in its accuracy and its politeness.

c) Voice Endurance

Teacher must pay attention to the voice endurance as the main learning instrument while he/she is teaching. A teacher must be able to manage his/her voice while teaching all day so she/he will not get tired when the class is over. It can be applied by using the voice efficiently, when it should be a bit loud, slow, and quiet at all. For language teacher, voice is the main asset in teaching.

8. The Effective Classroom Management

Garret (2014:3) stated that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

a. Physical design of the classroom

According to Jones (2007) and Savage (1999), the classroom environment has proven to change and influence behaviors among students. The design of the classroom allows for some activities to take place and for other to not. It is important that teachers take into consideration the influence their classroom arrangement can make on their students. The environment of a classroom sends out symbolic messages to those who enter the classroom. At times, these messages do not send the right message to the students. The environment should reflect the beliefs and values of the teacher. Therefore, it is vitally important that teachers see what message their classroom sends out. The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on.

b. Rules and routines

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Emmer & Gerwels, 2006). Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

c. Relationships

The idea of developing caring relationships is often overlooked during conversations about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

d. Engaging and motivating instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014). On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

e. Discipline

Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them.

Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

8. Teaching Strategy of Classroom Management

Classroom management is a very important aspect of teaching these writers collect data within the strategy of the management class that teaching is a pleasure and the students will be enthusiastic in learning. According to Borden (2013:75-78) in Rudiyanto (2014:16-19) This data is designed to give you a few tips that will help the author with class management strategies.

1. Get set up

Preparation in teaching the first was a teacher there has to be preparation, when the teacher wants to teach the things that need to be prepared is the learning material and learning implementation plan that will be submitted. Good is always prepared to train teachers in teaching in the classroom. As well as the teacher should plan and develop daily schedules as well as lesson plans are closely aligned on the provisions provided by the school district. This plan should be Universal to the needs and learning styles of each student in the class, in other words students are visual learners should be given lessons and activities that suit their learning styles, students who study hearing loss should receive instruction in these areas, students who need extra time to get that time, students who Excel should have additional tasks that they can independently resolve and so on. When the teachers prepare to teach in school classrooms then the students will have an exciting and productive day in following lessons each day.

2. Make the room attractive

Teachers must work to have an attractive and conducive spaces as well as students can appreciate and enjoy as well as creating a clean and comfortable room for them to learn. For example in teaching using slides, pictures or games made and make a

schedule for the class and teacher cleansing have to apply the schedule in a particular teaching, doing this can produce such students to be more creative, innovative and keep them happy will be a lesson that teachers pass.

3. Set classroom rules

Rule in class is very necessary because as control and guide in teaching. so that in teaching can be a maximum and conducive school classrooms;, as well as teachers involve students in designing the rules and those who will be running it so as to allow students to work discipline in running the rules. After the rules is made, and then make it as responsibility, all students who violate or not to see that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow the rules as well as motivate students who are not successful enough to earn the reward at a later date.

f. Be enthusiastic about the lessons.

When the teacher gives the lesson have earned more interactive with the students and engage them to participate and can understand. And develop methods that you create and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately. Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms. Please remember to give students sufficient wait time for answering questions because the students are all different and some need more time than others. The process never wanted to shut the students remain the answers always flows and continue to encourage and bring out the best in them.

g. Be fair with the students

As a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. They will all love and appreciate teacher for this attitude of being fair to all students.

h. Keep students of records

When kids do their jobs, then their work should be assessed and recorded in grade book. It provides its own entry for the students, as well as provides gifts and good judgment to students if they can behave well in class. It also lets the kids know that the teacher has a specific meaning and they should live it well, because it aims for them save and explore by helping them to understand the concepts being taught. Give task can be rated as class assignments by students under the guidance of a teacher. Corrects the task is a tool to learn basic and students learn as they go through the answers and read or hear comments made by other students and teachers.

d. Review on Teaching Englis

1. The Nation of Teaching English

Tomlinson (1998:3) stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to reflect on the way they have just

read a passage or it could be the teacher providing the language a learner needs whilst participating in a challenging task.

Education consists of teaching and learning. Teaching is a process that involves the teaching learning process, (Yusuf, 2009:4). Mulyasa (2006:100) explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better.

In the teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influenced each others in getting the teaching goal (Hamalik, 2004:57). In short, teaching is an effort to use optimally the components of teaching to form the students who have skill and knowledge.

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior. Teaching learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they belong. At the result of teaching the student should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part.

In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge. According to

Stephen N. Elliot (1999: 396) “Teacher acts as Curriculum facilitator and not Curriculum planners”. It can be conclude that teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students suppose to do and acquire. The responsibilities of teacher in managing favorable atmosphere and media to support learning are important.

Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

2. Components of Teaching

In teaching process, there are some components of teaching, the components are:

a. The objective

Objective is the goal of education that interprets from the vision, mission, owned by an institution (Sanjaya, 2010:10). According to Hamalik (1995:6), the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching.

b. The students or participant

Students or participants are human being without way any limitation and certain characteristic. In the other world, all of human being is a student without limited by time and place (Aziz, 2003:30). In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full

complete information.

c. The teacher

In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible (Gulo, 2008:14). Therefore, the effectiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality. Michael in his book entitled *The Process and Experience in the Language Classroom* argues some teacher roles in the classroom, namely:

1. Teacher as coordinator and facilitator
2. Teacher as manager and organizer
3. Teacher as instructor
4. Teacher as investigator and researcher

There are some components in teaching learning process: (1) Curriculum (2) Method (3) Facilities or Educational tool (4) Environment (5) Evaluation. Thus components complete each other in the teaching learning process and the function is significant to reach the education goal.

3. Teaching Strategy

The teacher should make design or select good strategy in teaching learning process. An instructional strategy is defined something a teacher arranges that is designed to establish interaction between teacher, students and subject matter, or combination these three dimensions. Teacher as a selector instructional strategy, according to Singh (2004:3), the effective teacher will:

- i. Plan to influence directly or indirectly the learning process by varying his/her behavior.
- ii. Tailor the subject matter to meet the needs and interest of each individual.

- iii. Arrange a variety of media including book, lecture notes, homework visual aids, program, discussion, and laboratory experiences.

This model of effective teaching places the students in the center completely surrounded by multisensory media arranged by the teacher who functions as a prescriber organizer. The teacher should act as a prescriber organizer, studies each student's physical and mental characteristics as well as his/her previous achievement record.

According to Sanjaya (2009:128), there are some learning strategies that can be used:

- a. Strategy Submission (exposition)

Expository learning strategies are learning strategies which emphasize the process of verbal material delivery by a teacher to a group of learners with the intention that students can master the subject matter in an optimal manner unlike the strategy of discovery, which teaching materials are sought and found by the learner through a variety of activities, so the task of educators is as facilitators and mentors. Because it is so often referred to this strategy as well as indirect learning strategies or it could be in small groups.

- b. Strategy on Group

This strategy is not attended to individual learning place, all are considered equal. Therefore, the study group can occur to learners who have high ability. The learners will be hampered by the mediocre ability. Likewise, the learners who have less ability would feel displaced by the participant of high learner ability.

- c. Individual Learning Strategies (group individual learning)

Individual learning strategies are conducted by learners independent.

Pace, delay and success of the student is very determined by the ability of individual learner concerned. Learning materials and how to learn are designed to learn by themselves. Example of this learning strategy is learning through module or through audio tapes.

Learning strategy is an activity chosen by teacher or lecture in the learning process which can help and facilitate the learners towards the achievement of the objective of teaching particular. The types of learning strategies can be sorted by the following characteristics:

d. Based on the ratio of teachers and students involved learning, there are five types of learning strategies, namely:

- Learning by teacher with large group (one class) learners.
- Learning by teacher with small group (5-7 people) learners.
- Learning by teacher to participant learners.
- Learning by a team of teacher in large group (one class) learners.
- Learning by a team of teacher in small group (5-7 people) learners.

e. Based on pattern of relations teacher and learner in the learning, there are three types of learning strategies, namely:

- Learning face
- Through media learning
- Face to face and through the media of learning

f. Be reviewed based on the role of teacher and learner in management of learning in general, there are two types of learning strategies, namely:

- Centered teacher learning (teacher center)

Centered teacher learning are that the teacher is the most level strategy, also called strategy traditional learning. Teacher act as a source has a very

dominant position. Teacher must try to divert knowledge and convey information as possible to students.

- Centered students learning (students center)

Teaching is an attempting to create an environment optimizes the system of teaching learning process. In the learning process the students attempted actively to develop themselves under the guidance of teacher. Parallel technique in this learning strategies are an inquiry technique, technical discussion, group work techniques, non-directive techniques and case presentation techniques. After the teacher knows about teaching strategy then the teacher has to know about the procedure of teaching learning process.

4. Teaching Learning Process

Teaching learning process is an activity which is happen a talking and giving process among teacher and student. It means the teacher gives instructional material and student take s them. Teaching consists of activities, tasks and learning experiences which are selected by teacher to help the students in learning process. According to Richard and Roger (1992:22), teaching learning process is defined as instructional process through organization and direct instruction of the teacher, learner, and material in the classroom. So, the teaching learning process of English is activity which is talking and giving process between the student and teacher which aims to study and understand about English including four skills and try to practice it.

Mulyasa (2010:6) state that there are four cycles of teaching learning process: Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint

Construction of Text (JCoT), and Independent Construction of Text (ICoT). Teaching learning method according to Institution for National Standardization Education as legitimately drawn by National Education Minister' Regulation number 22/2006 on education standard has four processes. The explanation four processes are:

1. Building Knowledge of Field (BKoF)

This is a step in which teacher has duty to accompany the students and give explanation about material that will be studied to activate their background knowledge.

2. Modeling of Text (MoT)

This is a step in which teacher gives some example of models related to the material being discussed. The students just listen to what teacher tell and try to understand it.

3. Joint Construction of Text (JCoT)

This is a step in which teacher must emphasize on schematic structure linguistic features, knowledge of field, learn in group, collaboration and reflection. Students start to construct text within group.

4. Independent Construction of Text (ICoT)

This is a step in which students must create and show their knowledge individually. In this step teacher emphasize schematic structure, linguistic features, knowledge, individual learning and reflection.

F. Procedure of Teaching Learning Process

According to Ahmadi et al (2011:42), basically there are three components of procedures applied in teaching learning process, namely: Introduction component, presentation/content component and closing or conclusion component. The three

components can be described as follow:

1. Opening activity/Introduction

This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming.

2. Main activity/Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In this component, teacher should use interest method in order to students get the point of material.

3. Closing activity/Conclusion

In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation.

G. Teaching Four Skills of English

Language teaching aims to improve students' four skills of listening, speaking, reading and writing, and also to improve the ability of vocabulary mastery and good grammar. The final expectation is to let the pupils' be able to implement the language in the real life. So, the students need to know all the abilities of the four skills. According to Brown (2000:34) in Palupi (2015) there are some principles of micro skill of listening, speaking, reading and writing:

- a. Listening

- Discriminate among the distinctive sounds of English.
- Recognize reduced forms of words and English stress pattern, words in stressed and unstressed position, rhythmic structures, intonation contours and their roles in signaling information.
- Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance.

- Process speech containing pause, errors, correction and other performance variable.
- Recognize communicative function of utterance according to situations, participants and goals.
- Use facial kinesics, body language, and other non verbal clues to decipher meaning.

b. Speaking

1. Produce differences English phonemes and allophonic variant.
2. Produce English stress pattern, words in stressed and unstressed position, rhythmic structures, intonation contours and their roles in signaling information.
3. Use an adequate number of lexical unit (words) to accomplish pragmatic purposes.
4. Use grammatical word classes (nouns, verbs, etc), systems word order, patterns, rules, and elliptical forms.
5. Accomplish appropriately communicative function according to situations, participants and goals.
6. Use facial features, kinesthetic, body language, and other non verbal clues along with verbal language to convey meaning.

c. Reading

1. Discriminate among distinctive graphemes and orthographic pattern of English.
2. Recognize a core of words and interpret word order patterns and their significance.
3. Recognize grammatical word classes (nouns, verbs, etc), systems, patterns, rules, and elliptical forms.
4. Recognize the communicative functions of written texts according to form and

purpose.

5. Distinguish between literal and implied meanings.
6. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

d. Writing

1. Produce graphemes and orthographic patterns of English
2. Produce an acceptable core of words and use appropriate word order patterns.
3. Use acceptable grammatical systems, patterns and rules.
4. Use theoretical forms and conventions of written discourse.
5. Appropriately accomplish the communicative function of written text according to form and purpose.
6. Develop and use a battery of writing strategies such as accurately assessing the audience's interpretation, using prewriting device, writing with fluency in the first drafts, using paraphrase and synonym, soliciting peer and instructor feedback and using feedback for revising and editing.

H. 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. According to James (2007:330) students with disabilities are a variety of related term are 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. There are many experts divided the classification of students with special need into some classifications. In this research, the

researcher choose National Dissemination Center for Children with Disabilities (2009:3) which divided into thirteen classifications, they are :

1. Autism

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.

Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

There are some types of Autism, they are:

- Autistic disorder

This is what most people think of when they hear the word "autism". It refers to problems with social interactions, communication, and imaginative play in children younger than 3 years

- Asperger's syndrome

These children do not have a problem with language. In fact, they tend to score in the average or above-average range on intelligence test. But they have the same social problems and limited scope of interest as children with autistic disorder.

- Pervasive developmental disorder or PDD

This is kind of catch-all category for children who have some autistic behaviors but who do not fit into other categories.

- Childhood disintegrative disorder

These children develop normally for at least two years and then lose some or most of their communication and social skill. This is an extremely rare disorder and its existence as separate condition is a matter of debate among many mental health professionals.

- Rett syndrome

Previously fell under autism spectrum disorders spectrum but it is now confirmed that rett's cause is genetic. It no longer falls under autism spectrum disorder guidelines. Children with rett syndrome, primarily girls, starts developing normally but then begin losing their communication and social skills. Beginning at the age of 1 to 4 years, repetitive hand movements replace purposeful use of the hands. Children with rett syndrome are usually severely cognitively impaired.

2. Deaf-Blindness

Deaf-Blindness is concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness

Deafness is a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

4. Emotional Disturbance

Emotional Disturbance a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

5. Hearing Impairment

Hearing Impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

6. Intellectual Disability

Intellectual Disability significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

7. Multiple Disabilities

Multiple Disabilities is concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

8. Orthopedic Impairment

Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

9. Other Health Impairment

Other Health Impairment is having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that :

(a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(b) adversely affects a child's educational performance.

10. Specific Learning Disability

Specific Learning Disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

11. Speech or Language Impairment

Speech or Language Impairment is a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

12. Traumatic Brain Injury

Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

13. Visual Impairment Including Blindness

Visual Impairment Including Blindness is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

I. Review of Previous Study

In conducting this research, the researcher reads some previous studies that related to this research. The researcher found some references from the previous studies that have been read by the researcher. The researcher can use those previous studies as a reference to know the ways to conduct a study in the practices of inclusive education: A case study of the eighth grade English class at SMP Islam Al Azhaar Tulungagung.

The first previous study is written by Rindi Lely Anggraini from Universitas Islam Negeri Sunan Kalijaga Yogyakarta (2014:ix), entitled “Proses Pembelajaran Inklusi untuk Anak Berkebutuhan Khusus (ABK) kelas V SD Negeri Giwangan Yogyakarta”. In this thesis, Rindi concerns in analyzing of the process of learning for inclusive student. In this case, Rindi used the descriptive qualitative. She used interview and observation as the technique to collect the data while the instrument is the researcher itself. In conducting her thesis, she found that the school used the lesson plan like another school used, but there was individual lesson plan for students with special need and there was a special teacher who help them when the teaching learning process. So, the differences between Rindi’s thesis and the researcher is the concern of the thesis, the researcher concern on the practices of inclusive education and the subject of research is on Junior high school while Rindi’s thesis concern on the model of teaching and learning process and the subject of study is on elementary school. The similarity of the study is inclusive education.

The second previous study is written 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 third 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 dealt with for instance, putting relevant resources into place and giving educators enough training, So, from

these previous studies, the researcher wants to conduct the research; (1) How do teacher manage the inclusive classroom at SMP Islam Al Azhaar Tulungagung?