

CHAPTER I

INTRODUCTION

This chapter discusses background of study, formulation of the research problem, the objective of study, the significant of study, limitation of the study, and definition key terms.

A. Background of Study

Education is important thing for life that will go on the future. Education gives knowledge and information which make life better than before. Every citizen has a right to get education especially good education without discriminates the status, race, religion, and caste. It is arranged in UUD 1945 English Version on Chapter XIII about education at article 31, (1) states that every citizen has the right to receive education. From these, students with special need have a right to get education as normal students. 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 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 supported by 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.

Furthermore, students with special need also have a right to get good education. It is arranged in UUD 1945 Chapter 10 about Human Rights at 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 received every person include students with special need.

Good education for students with special need are Inclusive Education, 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. In addition, the purpose of education will be reached because the students with special need will be easier toward the real life in the future.

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, the only one school which held inclusive education, it is SMP Islam Al Azhaar Tulungagung, so the researcher decided to choose SMP Islam Al Azhaar Tulungagung as a subject of study, the researcher focused on the practices of inclusive instruction especially of the eighth grade at SMP Islam Al Azhaar Tulungagung, for choose eighth grade because they have been adapted with environment of school than other grade. The previous study of the research was done by Rindi Lelly Agraini from UIN Sunan Kalijaga about "Proses Pembelajaran Inklusi untuk Anak Berkebutuhan Khusus (ABK) kelas V SD Negeri Giwangan Yogyakarta" and 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, the second

previous study was done by Dian Puspita from UNS “Kelayakan Panduan Kurikulum, Pembelajaran dan Evaluasi dalam Pendidikan Inklusi” found the curriculum for inclusive school in Surakarta is good and suitable for inclusive school. From these reasons and previous study the researcher focused on the practices of inclusive instruction, so the researcher give title in this research is “The Practices of Inclusive instruction: A Case Study of The Eighth Grade English Class at SMP Islam Al Azhaar Tulungagung”.

B. Formulating of Research Question

Based on description above, the researcher formulated as follow:

1. How is the lesson plan of the eighth grade teaching English class at SMP Islam Al Azhaar Tulungagung?
2. Is there any difference in treating between normal students and students with special need done by the teacher of the eighth grade English class at SMP Islam Al Azhaar Tulungagung?
3. How is the assessment of the eighth grade English class at SMP Islam Al Azhaar Tulungagung?

C. Objective of Study

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

1. To know how the lesson plan on teaching English of the eighth grade at SMP Islam Al Azhaar Tulungagung

2. To know whether any difference in treating between normal students and students with special need done by the teacher of the eighth grade English class at SMP Islam Al Azhaar Tulungagung
3. To know the assesment of the eighth grade English class 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 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 to teach them.

2. 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 practices of inclusive instruction: a case study of the eighth grade English class at SMP Islam Al Azhar Tulungagung. It focuses on the practices of inclusive education

especially on the lesson plan, assessment and the treating between the normal student and student with special need done by the teacher.

F. Definition of Key term

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

A. 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.

B. The Practices of Inclusive Instruction are :

Lesson plan, treatment and assessment