CHAPTER II

REVIEW OF RELATED LITTERATURE

This chapter discusses the reviewing of literatured, which consist of inclusive education, the classification of students with special need, The Practices of Inclusive Education 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 held inclusive education in Tulungagung.

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. 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 Dissabilities (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 languange. In fact, they tend to score in the average or above-average range on intellegence 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 distintegrative 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.

D. The Instruction of English class

Based on Zuhdan (2011:16) the class instruction are tool or equipment for teaching and learning process. Class instrcution are divided into six instruction, they are syllabus, calendar academic, lesson plan, student worksheet (assessment), book and instrument of scoring. The researcher focused on the lesson plan, treatment and the assessment. The definition of them are:

1. The lesson Plan

The lesson plan is the important part of teaching and learning to make teaching and learning process run well. The teacher should prepare about what she or he wants to do in the classroom. According to Richards & Renandya (2002:31) explain that lesson plans are systematic records of teacher's thought about what will be covered during a lesson. Planning is often viewed as a key aspect of successful teaching. During the planning phase, the teacher makes decision about goals, activities, resources, timing, grouping, and other aspects of the lesson.

Many teachers teach successful based on mental plans or on brief lesson notes. What is important is not the extent and detail of teacher's plan but the extent, to which the teacher has developed ideas for turning a potential lesson (such as textbook lesson) into the basis for an engaging and effective lesson. Furthermore, there are internal and external reasons for planning lessons. Teacher plans for internal reason in order to feel more confidents, to learn the subject matter better, to enable lesson to run more smoothly and to anticipate the problems before they happen. The teacher plans for external reason in order to satisfy the expectation of principle or superior and to guide substitute teacher in case the class need one. Lesson planning is especially important for perceive teachers because they may feel more of need to be in control before lesson begins.

2. The treatment

The treatment is the act or manner or an instance of treating someone or something, or the techniques or actions customarily applied in a specified situation. Based on Cambridge dictionary is to behave towards someone or deal with something in particular way.

According to James A. Banks & Chery (2007:381) is requiring schools to accomodate all children in the general education classroom is seen as the basis for creating multicultural schools to replace monocultural schools that exclude and separate children into group of those who belong and those who do not. How we treat students with

disabilities can, in practices, be how we treat children who are culturally different from the mainstream; and the messages school give about who belongs in the mainstream classroom reveals our larger, lifelong agenda about who really belongs in our communities.

The treatment include teaching children to appreciate and value the contributions of other, teaching children to be knowledgeable about supportive of others, teaching children to be confident, and also use therapy as long as needed.

The therapist for student with lower in speaking, we can see the explanation of example. For example, Shakira may need speech therapy. Rather than sending her down the hall for 15 minute pullout individual speech therapy session, the speech therapist plans with general education classroom teacher how to meet Shakira's speech needs within the regular classroom. The speech therapist most likely into the classroom and work with Shakira and a small group of children who can give positive models for her and for the speech therapist. The speech therapist may also coach the teacher on how to work with Shakira during her usual reading group activity.

3. Assessment

Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. According to Salvia et al (2010:4) Assessment is a process of

collecting data for the purpose of making decisions about students or schools. School personnel use assessment information to make decisions about what students have learned, what and where they should be taught, and the kinds of related services (for example, speech and language services, and psychological services) they need.

Assessment is divided into 2 kinds, they are:

1. Traditional Assessment

    According to Semire Dikli (2003) The most widely used traditional assessment tools are multiple-choice tests, true/false tests, short answers, and essays. Adherents of process-oriented curricula consider traditional techniques such as multiple choice tests, true-false statements, fill in the gaps and matching exercises inappropriate for the foreign language classroom curricula. More specifically, they point out the lack of rich, descriptive information about both the product and process of learning in conventional testing methods (Barootchi & Keshavarz, 2002).

    The traditional assessment are :

a) True/false tests

    True/false items require students to make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true/false tests. However, guessing might increase the chance of success by 50%. Especially, when the test item is false, it is quite hard to find out whether the

student really knows the correct response. One possible solution is to ask student to provide with an explanation for the incorrect item, or rewrite the statement correctly. However, this affects the ease in scoring negatively (Simonson et al., 2000).

b) Multiple-choice tests

Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons (Bailey, 1998, p. 130)

c) Essays

Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring. Creating a rubricmight be helpful to grade the essays (Simonson et al., 2000). A rubric can be defined as "a criteria-rating scale, which gives the teachers a tool that allows them to track student performance" (Abrenica, online document). Instructors have an option to create, adapt, or adopt rubrics depending on their instructional needs. The templates provided on the web might be helpful for them to adjust the generic rubrics into their own instruction (Simonson et al., 2000).

d) Short-answer tests

In short-answer tests "items are written either as a direct question requiring the learner fill in a word or phrase or as statements in which a space has been left blank for a brief written answer" (Simonson et al., 2000, p. 270). Furthermore, the questions need to be precise. Otherwise, the items that are open to interpretations allow learners to fill in the blanks with any possible information (Simonson et al., 2000).

2. Alternative Assessment

According to Fatemah (2015) Alternative assessment presents new ways of motivating and inspiring learners to explore and exploit dimensions of themselves as well as the world around them. According to learning scientists, while subject matter content recollection is easy to test, critical thinking and creativity is difficult to assess. Based on J. Michael & Lorraine (1996:4) the alternative assessment to describe multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Example of authentic assessment include performance assessment, portfolios, and students self-assessment.

The types of authentic assessment based on J. Michael & Lorraine (1996:11) are :

1. Oral interviews

The oral proficiency of ELJ, students should be assessed regularly, especially with very young students or when students have yet to acquire sufficient command over the language for written assessment to be appropriate. Student can respond orally to questions about a range of topics that might include their prior knowledge, activities, and interest or preferences. The teacher may be interested either in the substantive information collected or judging the student's proficiency in responding to the questions, both of which can be used for instructional planning. In this type of assessment, teacher can ask probe questions to determine student comprehension or command over specific aspects of the language. Teachers of ELL students in one school system told us they did not provide instruction for oral proficiency "because it was not being tested by the country." We may listen regularly to students' oral language but may not have a systematic procedure for analyzing oral proficiency or for recording growth in oral language over time.

2. Story or text retelling

In this type of assessment, students read or listen to the text and then retell the main ideas or selected details. As with the other assessment activities listed here, this type of assessment is authentic because it is based on or closely resembles actual classroom activities. What makes it an assessment approach is the

systematic collection and recording of information about the performance of individual students. Students respond orally and can be rated on how they describe the events in the story (story structure), their response to the story or text, and/or their language proficiency. Teachers or other students can ask probe question about text. Students at all levels of English proficiency can participate in story or text retelling. For example, students who are more proficient in English can read a story to a less proficient peer, who can then retell the story in English or the native language, if preferred. In this way, students who have little proficiency in English are able to participate in the assessment, even in ESL classroom where the teacher is not proficient in each language spoken by the students.

3. Writing Samples

As part of instruction, students are often asked to generate writing samples to meet a number of different purposes. These may include expressive or narrative writing (a personal experience, story, or poem), expository or informative writing (writing to explain or clarify a concept or process, often in a content area), persuasive reports (to convince another of a particular position), or some combination of the different purposes. Students can also be asked to write in different genres, such as a letter, a journal entry, an essay, a newspaper report, or a

research paper (a paper requiring use of reference material critical judgment, and citations). Students might produce the writing on demand in a fixed period of time or might be given the time to generate it after completing some readings on a subject, discussing the reading with peers, and editing and revising a draft of the product.

Teachers often have their own criteria for judging student writing and assigning grades. Grades will tend to vary from teacher to teacher unless they are based on specific performance criteria. The assessment procedures include the use of scoring rubrics for both holistic and analytic scoring in specific domains of writing such as vocabulary, composition, style, sentence construction, and mechanics. With ELL students, as with other students, self-evaluation of writing promotes a reflective approach to learning and contributes to an understanding of effective writing processes.

4. Project and Exhibition

Students may complete a project on a specific topic and/or exhibit their work. An Exhibition can include displays or models of building or objects appropriate to instructional setting, role-plays, simulations, artistic creations, videotaped segments, charts, graphs, tables, etc. A project may be conducted individually or in small groups and is often presented through an oral or written report. Project and exhibitions presented orally can be reviewed

by a panel of judges rating the content presented, its organization, and/or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawings and written products appropriate to the period. This approach may be particularly effective when ELL students are taught to communicate step-by-step procedures or project descriptions that are supported by diagrams or realia.

5. Experiments or Demonstrations

    Students might conduct an experiment in science using actual materials, or illustrate how something works (like a microscope). The experiment or demonstration is presented through an oral or written report which describes the steps and materials necessary to reproduce the experiment and any hypotheses that were tested, methods or observations used, or conclusions drawn. Students can be rated on their understanding of the concept, explanation of scientific methods, and/or the language used in the explanation.

6. Constructed-Response Items

    This is a type of performance assessment in which students read or review textual materials and then respond to a series of open-ended question eliciting comprehension and higher-order thinking. The assessment often focuses on how students apply information rather than on how much they recall of what has been

taught. The student might produce a graphic depiction of the substance and organization of the readings (e.g., semantic map), a brief comment on one or two points made in the readings, or an extended essay discussing or evaluating the text materials. Thus, students are able to respond in a variety of different ways appropriate to their level of English proficiency. Constructed-response items can be used in all of content areas. In math and in the sciences, these types of questions are often used to ask students how they solved a problem or reached a conclusion. This type of assessment is authentic in that it draws on the kinds of thinking and reasoning skill students use in classrooms, presents problems or questions that are typical of classroom instruction, and encourages students to apply classroom learning in real-life setting.

7. Teacher Observations

Teachers often observe students' attention to tasks, responses to different types of assignments, or interactions with other students while working cooperatively toward a goal. Both spontaneous events and planned classroom activities can be the subject of these observations. Especially with planned classroom activities, teachers can observe students' use of academic language and higher-order thinking skills in task-oriented discussions with other students. Most likely, you already observe

daily student interactions to ensure that the students are on-task and working productively. To turn your observations into assessments, you need to record observations systematically over time to note changes in student performance. These changes should be summarized in personal notes for communicating with the student, with parents, or with other teachers. With ELL students, this type of observation is particularly important because we need to document what these students can do and build on existing areas of strength in addition to noting their response to various curriculum or instructional approaches.

8. Portfolios

A portfolio is purposeful collection of student work that is intended to show progress over time. The portfolio may include samples of students work, usually selected by the student or by the student and teacher to represent learning based on instructional objectives. Although portfolios have become populer over the past decade, we know that most teachers are not using them to their best advantage: collecting information purposefully and systematically over time to reflect learning with regard to instructional objectives. Each portfolio entry may be scored using a scoring rubric or checklist. The overall portfolio can be scored as well, based on the extent to which instructional goals have been met.

E. Review of Previous Study

In conducting this research, the researcher reads some previous studies that related to this resrach. 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 Dian Puspa Dewi from Universitas Sebelas Maret Surakarta (2012:ix), entitled "Kelayakan Panduan Kurikulum, Pembelajaran dan Evaluasi dalam Pendidikan Inklusi". In this thesis, Dian concerns in analyzing of curriculum for inclusive student. In this case, Dian used the descriptive qualitative. She used questioner as the technique to collect the data while the instrument is the researcher itself. In conducting her thesis, Dian found the curriculum for inclusive school in Surakarta is good and suitable for inclusive school. So, the difference between previous study and the researcher is on the concern of study.

So, from these previous studies, the researcher wants to conduct the research; (1) How is the lesson planning/preparation 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 assesment of the eighth grade English class at SMP Islam Al Azhaar Tulungagung?