

**“TEACHER’S TECHNIQUES IN TEACHING ENGLISH TOWARD  
STUDENTS IN INCLUSIVE CLASS  
AT SMP TAMAN SISWA CURUP”**

**THESIS**

This thesis is submitted to fulfil  
the requirement for “Serjana” degree  
of English Study Program



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2021**



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Day/Date : Tuesday, March 30<sup>th</sup> 2021  
Time : 15.00 – 16.30 p.m.  
At : Room 1 Munaqosah IAIN CURUP

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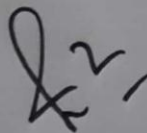
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*Wasalam mu 'alaikum, wr.wb.*

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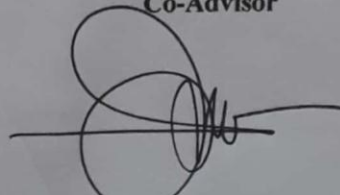
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
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Curup, 22<sup>nd</sup> March 2021



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## PREFACE

All praises to Allah that the writer had finally finished writing his thesis entitled **“Teacher’s Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English Study Program of IAIN Cutup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 22<sup>nd</sup> March 2021

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## ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb.

Alhamdulillahobil' alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled **“Teacher’s Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup”** This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup
2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and also advisor who always give the time for guidance, supports, motivation and suggestion along the process of this thesis.

3. Mr Sarwo Edy as my Co-advisor, who always give support, advices, guidance and suggestion in whole process of this thesis.
4. Big thanks for my beloved family. For my Father Mr. Muslimin(Alm)) and my mother (Mrs. Tumijah), my old brother (Imam Supardi) Thank you for your support.
5. Mr. Ruly Morgana, M.Pd as instrument' Validator and as a lecturer who always helps and supports my thesis. No one then "You are the best".
6. My lecturers, (Mr Bayu Senjahari, Mrs Desfitranita, Mrs Henny Septia Utami, Mrs Eka Apriani, Mr Paidi Gusmuliana, Mrs Leffi Noviyenty) who taught me many things in the class.

Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

**Wassalammu'alaikum Wr.Wb**

Curup, 22<sup>nd</sup> March 2021

Writer



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## MOTTO AND DEDICATION

**“NOT ALWAYS WHAT SEEMS WEAK IS WEAK AND THOSE WHO LOOK STRONG LOOK WEAK IN THEIR TIME”**

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mrs. Jumatul Hidayah, M. Pd and My co-advisor Mr. Sarwo Edy, M. Pd who has guided and support my thesis to completion.

*This thesis dedicates to:*

- My wonderful and beloved family, the greatest man ever my father *Mr. Muslimin (alm)* the most beautiful woman ever, my mother *Mrs. Tumijah*.
- My beloved brother, *Imam Supardi* who always support me.
- My great advisor *Mrs. Jumatul Hidayah, M. Pd* who always gave me motivation, suggestion, guidance in finishing my study at IAIN Curup.
- My great co-advisor *Mr. Sarwo Edy, M. Pd* who gave the researcher guidance, support and suggestion in finishing this thesis and also finishing my study.
- My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.



- *Mrs Surya and Mrs Nevi Thank you for your support, without you I do not know what will happen with my thesis, No one word can describe you then “You are the best woman and teacher”*
- *Ghibah Square (Lala, Diana, Mela, Ina, Riska, Tiara, Rinci, Docan, Shintia) Thank you for all of thing you Ghibah guys. Also, Thank you for all supports you to me.*
- *Group PPL of SMKN 01 Rejang Lebong (Rima, Rizki, Aji, Destri, Berti, Septi)*
- *English Club (Yolanda, Rizki, Dolinsi, Umy, Rima, Tia, Tenia, Yunita, Selpi, Yulia Citra)*
- *Dwi Uswatun Khasanah, Thank you support and giving me time and kindness to print out my thesis at home.*
- *Khoiri B, who always gave me guidance, support and suggestion in finishing this thesis, Thank you so much.*
- *TBI 8C, Thank you for all supports you to me*
- *All of students of Tadris Bahasa Inggris of IAIN Curup*
- *My Almameter IAIN Curup.*
- *All of people around me who gave me the golden precept that I could not be mentioned one by one.*

## **ABSTRACT**

Siti Masitoh 2021 : **Teacher's Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup**

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This research aimed to find out teacher's problems before using techniques in inclusive class, the implementation of technique in teaching English and teacher's techniques in teaching English at SMP Taman Siswa Curup. This research is qualitative method which presented in descriptive manner to describe it. The subject of this research was an English teacher in SMP Taman Siswa Curup. The researcher used interview and observation to obtain data that required. There are some instruments which researcher used as collecting data: interview guidelines and observation checklist and field notes. In analysis data, the steps were: data managing, reading, describing, classifying and interpreting. The findings exposed the teacher got 5 problems before using the technique in inclusive class, they are lack of interest, lack of concentration in the class, lack of repetition and frequent practice of students, lack of learner's motivation and discipline. After that, the teacher has used seven techniques in inclusive class, such as translation of literally passage, reading comprehension questions, reading aloud, question and answer exercise, repetition drill, teacher silent and peer correction. The implementation of techniques in inclusive class at SMP Taman Siswa Curup, the teacher has good enough implemented in learning process. The implementations are: 1) Translation of literally passage: give of the text, read and translate; 2) Reading comprehension questions: give of the text, read, translate, answer the question based on their understanding and time; 3) Reading aloud: read aloud, repeat and translate; 4) Question and answer exercise: give questions and answer the question; 5) Repetition drill: read, repeat, translate and understand; 6) Teacher silent: give the text, read, clue and answer the question; 7) Peer correction: give question and answer the question.

***Keywords: Teaching, Technique and English, Inclusive class***

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Teaching English is one of the subjects that are considered tough for Indonesian students. In teaching English, there are normal and abnormal classes. One of abnormal class is the inclusive class. Based on Education law No. 70/2009 said that inclusive education is a system of education that provides opportunities to all students who have the disorder and has the potential of intelligence and special talent to participate in education or learning in an educational environment together with learners in general.<sup>1</sup> Based on the instruction above, it can be summarized that inclusive education is a system of education in which all students has a right to the same educational as general education without distinguishing.

The benefit of inclusive class is one of the most important educational programs for special needs students. Besides that, the inclusive class is education, which is built by the government to prevent discriminations. Students with special needs can get the same rights in education as students in general. Learning in an inclusive class can improve their skills and interact with peers or with other normal students. Besides that, students with special needs can increase their academic

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<sup>1</sup> Iva Nandya Atika, Norimune Kawai, and Edy Prabowo, "Inclusive Education In Indonesia From The Perspective Of Widyaiswara In Centre For Development And Empowerment Of Teachers And Education Personnel Of Kindergartens And Special Education" 04, no. 02 (2017): 104–16.

grades. Not only students with special needs, but also the normal students can increase their academic grades.

Cole, Waldorn, & Majd stated that “Inclusive education benefits not only students with special needs but also students without special needs. Inclusive classrooms teach all students about the importance of diversity and acceptance. Evidence also indicates that students with special needs and without special needs who are learned in the inclusive classrooms have better academic outcomes than students who are learned in non-inclusive classroom.”<sup>2</sup>

From the reason above, it can be summarized that students with special needs and normal students learning together in inclusive class impact them to increase their academic grades.

In the process of teaching English, especially in inclusive class, the teacher should know many aspects. The teacher must show the understanding of how the learner learns, and it will determine the philosophy of education, teaching style, approach, methods and classroom technique.<sup>3</sup> Teaching English in inclusive class is not an easy way, because in inclusive class, there are types of students with special needs. Students who have difficulties in the learning process because of IQ ability, physical, emotional, social disorder and others. So, in teaching English in inclusive class, the teacher must use certain techniques. Because, students with special needs have dissimilar learning ways.

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<sup>2</sup> Anne M Hayes and Jennae Bulat, “Disabilities Inclusive Education System and Policies Guide for Low-and Middle-Income Countries,” no. July (2017), <https://doi.org/10.3768/rtipress.2017.op.0043.1707>.

<sup>3</sup> Lian Anggara Sari, *Teachers Problem in Implementing Scientific Approach in Teaching English at MAN Rejang Lebong*, STAIN Thesis, Curup. P 26

H. Garner said that “Students have different learning styles, even the healthy ones. For this reason, it is advisable for teachers to be familiar with the SEN student’s learning style. Kinesthetic students prefer movement while learning, visual students prefer reading and pictures, interpersonal learners like group work and classroom discussion while intrapersonal students prefer working individually.”<sup>4</sup>

From the statement above, it can be determined that teaching English in inclusive class use special techniques related to the needs of each students.

The important of using special technique in inclusive class is to make the teacher easy in teaching English and easy to interact with both normal students and abnormal student. Besides that, the teacher applied technique in inclusive class of students with special needs happier when their teacher be embroiled in the classroom. Cook said that inclusion is imperative to co-teaching. Based on the preview research, he found students with special needs are more relaxed when their special teacher be contributed to the class.<sup>5</sup>

Based on pre-observation conducted by the researcher in SMP Taman Siswa Curup August, 2019, researcher found that the teacher has good techniques to use in inclusive class. Students are easy to understand with what the teacher taught. They are active in the class when the teacher taught them. It can be seen that students with special needs have scored above KKM (7,5). Furthermore, in this school followed

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<sup>4</sup> Alina Nicoleta Padurean and Aurel Vlaicu, “Teaching English Language to Children with Special Educational Needs,” *Spinger International Publishing Switzerland* 5, no. 4 (2016): 38–39, <http://www.springer.com/series/11558>.

<sup>5</sup> Abdul Rahim and Bin Hamdan, “Effect of Knowledge , Readiness and Teaching Technique in Inclusive Practices Among Mainstream Teachers In” 8, no. 1 (n.d.): 1–15, <https://doi.org/10.20489/intjecse.239573>.

the inclusive class has been permitted by the head of the education and culture department Rejang Lebong to hold an inclusive class at SMP Taman Siswa Curup.

Next, researcher interviewed some students in inclusive class, they said that when the teacher explained the English subject in the class, they are easy to understand the materials and when they learned English, they feel comfortable and interested in learning English, because the techniques used by the teacher are interesting and makes them not bored. Then, the researcher tried to invite them to speak English in daily communication. They responded it by English language. It shows that they understand English.

Furthermore, the teacher investigated the abilities of students with special needs and the improvement of students in teaching learning process. By the important of applying teaching techniques to students' skills, this research is important and give benefits for everyone. Especially for English teacher who have programs of inclusive class, they can apply a good technique based on students' needs that can help them to improve their skills in teaching-learning process. Based on interview, the teacher said that at SMP Taman Siswa Curup was not easy to teach English students.

So, from the phenomenon above, the researcher wanted to investigate what are the teacher's techniques in teaching English toward students in inclusive class, how the techniques were implemented in inclusive class, and the problem faced by the teacher in implementing the techniques in inclusive class. Based on phenomenon



that found on pre-observation, the researcher interested to investigate techniques use by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. Based on the phenomenon, the researcher decided to conduct this research in SMP Taman Siswa Curup and entitle become **“Teacher’s Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup.”**

## **B. Research Questions**

Based on the phenomena above, the researcher can state the problems of the study, the problems formulated as follow:

1. What are the teacher’s problems before using technique in inclusive class at SMP Taman Siswa Curup?
2. How the techniques were implemented in inclusive class at SMP Taman Siswa Curup?
3. What are the teacher’s techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup?

## **C. Research Objective**

Based on the research question, there are the objectives of the research:

1. To describe the teacher’s problems before using technique in inclusive class at SMP Taman Siswa Curup.

2. To describe the technique were implemented in inclusive class at SMP Taman Siswa Curup.
3. To investigate the teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup.

#### **D. Significant of the Research**

The significant of this research are as follow:

1. Researcher

The result of this research is intended to enrich the reference for other researchers who are interest in the research of technique in teaching English toward students in inclusive class.

2. Students IAIN Curup

This research expects that the results can deliver valuable benefits for students to implement suitable techniques in teaching English toward students in inclusive class.

3. Reader

The result of this research hopefully give reader more knowledge about techniques in teaching English toward students in inclusive class.

## **E. Delimitation of the Research**

The scope of this study is following:

1. The subject of the research is limit to the English teacher and the second the students in 7-9<sup>th</sup> grade students.
2. The object of the research is only focus on teacher's technique in teaching English.

## **F. Definition of The Key Terms**

1. Teaching technique

According to Brown states that teaching is to showing or helping someone in learn the way to do something, giving instruction guiding in assessment something, prepare knowledge, make someone know or understand.<sup>6</sup>

In other word, it is transferring knowledge and information to students. The purpose is to help students learn and get information. However, the teacher not only giving knowledge or lesson to students, but the teacher must know how to organize the class so that it successfully in the teaching process.

In the teaching process, the teacher needs good technique to deliver the material especially English lesson. Brown stated that technique is specific activities manifested in the class that are consistent with a method and thus were

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<sup>6</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, fourth edi (New York: Longman, 2000). P.7

in harmony with an approach as well.<sup>7</sup> Based on the theory above, technique is way and tool use by the teacher to transfer knowledge to the students in the class.

## 2. Inclusive class

Based on Education law No. 70/2009 said that inclusive education is a system of education that provides opportunities to all students who have the disorder and has the potential of intelligence and special talent to participate in education or learning in an educational environment together with learners in general.<sup>8</sup> Based on the instruction above, it can be summarized that inclusive education is a system of education in which all students have a right to the same educational as general education without distinguishing.

## G. Thesis Organization

This chapter provides the organization from chapter one until chapter five. Chapter I is introduction that consists of background of the study, research question, objectives of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deals with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research methodology. It deals with kind of the research, subject of the research, technique of data collecting, research instrument and technique of analyzing data.

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<sup>7</sup> H. Douglas Brown. *Teaching by principle (An Interactive Approach to Language Pedagogy* Second Edition, (New York: Addison Wesley Longman, 2011) P.14

<sup>8</sup> Iva Nandya Atika, Norimune Kawai, and Edy Prabowo. *Op, Cit.*, p.105

Chapter IV includes finding and discussion and the last is chapter V. This chapter talks about conclusion and suggestion.

## CHAPTER II

### REVIEW THE RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Inclusive

###### a. Definition of inclusive

Inclusive class is a system of education in which all students have a right to the same educational as general education without distinguishing. Based on Education law No. 70/2009 said that inclusive education is a system of education that provides opportunities to all students who have the disorder and has the potential of intelligence and special talent to participate in education or learning in an educational environment together with learners in general.<sup>9</sup> Additionally, according to Directorate of special school development said that inclusive is a system educational services that provide opportunity for all children to learn together in public schools with pay attention to diversity and needs individually, so the child's potential can be develop optimally.<sup>10</sup>

Furthermore, through inclusive class, students with special needs can get learn together with other students. Also, this inclusive class is a school

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<sup>9</sup> Atika, Kawai, and Prabowo, "Inclusive Education In Indonesia From The Perspective Of Widyaiswara In Centre For Development And Empowerment Of Teachers And Education Personnel Of Kindergartens And Special Education."

<sup>10</sup> Sumarni, "Pengelolaan Pendidikan Inklusif Di Madrasah" 17, no. 2 (2019): 148–61.

that was established for all students without discrimination. This is based on the fact that in society there is diversity that cannot be separated as one community. And that diversity will only be a strength for us to create an impetus for each other.<sup>11</sup>

The important of inclusive class is one of the most important education programs for students with special needs. Students with special needs is able to develop relations with normal students that are nondisabled. Besides that, students with special needs can increase their academic grades. Not only special needs students, but also the normal students can increase their academic grades. improve skills and can interact with normal students. Cole, Waldorn, & Majd stated that “Inclusive education benefits not only students with special needs but also students without special needs. Inclusive class explain all students about the essential of variety and admittance. Evidence also indicates that special needs students and normal students who are educated in the inclusive class have better educational outcomes than students who are educated in non-inclusive classroom.”<sup>12</sup> Additionally, Dessemontet & Bless said that inclusive applies benefit not only special needs students, but also their characteristically developing peers, or students without such needs, through a greater development of

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<sup>11</sup> Jeromne S. Arcaro, Pendidikan Berbasis Mutu (Prinsip-prinsip Perumusan dan Tata Langkah Penerapan), (Yogyakarta: Pustaka Pelajar, 2007), 6.

<sup>12</sup> Hayes and Bulat, “Disabilities Inclusive Education System and Policies Guide for Low-and Middle-Income Countries.”

social skills and behaviors. Students involved in inclusive practice develop more positive attitudes toward people with disability, which in turn fosters acceptance of peers.<sup>13</sup>

Meanwhile, other studies have found that students with special needs in inclusive class do not have problem on developing self-esteem, students with special needs can develop self-esteem well.<sup>14</sup> Based on description above, this inclusive class is very important, and does not cause negative effect both normal students and students with special needs in teaching learning process.

#### b. Types of inclusive

Inclusive class in Indonesia has been directed by Directorate of exceptional school development. Like said by previous, there are a variety of models of inclusive class applied in Indonesia. They are:<sup>15</sup>

##### 1. Regular class or full inclusion

Wherein students with special needs study together with normal students throughout the day in the regular class by using the same curriculum.

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<sup>13</sup> Kaley Cochrane, "Inclusive Education : The Least Dangerous Assumption" 8, no. 2 (2016): 23–26.

<sup>14</sup> Satrio Budi Wibowo and Juhri Abdul Muin, "Inclusive Education in Indonesia : Equality Education Access for Disabilities" 2018 (2018): 484–93, <https://doi.org/10.18502/kss.v3i5.2351>.

<sup>15</sup> Jumatul - Hidayah and Ruly - Morganna, "Fulfilling the Needs of Diverse Students: Teaching Strategies for Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (2019), <https://doi.org/10.26499/surbet.v14i2.135>.



2. The regular class with cluster

Wherein special needs students study together with normal students in the regular class in a special group and the same curriculum.

3. The regular class with pull-out

Wherein special needs students study together with normal students in the regular class, but sometime they also study together with a special teacher.

4. The regular class with cluster and pull-out

Wherein students with special needs study together with normal students in regular class in a special group and also study with a special teacher.

5. The special class with different integration

Wherein students with special needs study with a special teacher in the special class, and they can study together in the regular class with normal students.

6. A special class full

Wherein students with special needs study with a special teacher and a special class, but they cannot study together with normal class with the implementation of the same curriculum.

From six types in inclusive class, in this study just focused about Regular class “Full Inclusion”. It means students with special needs learn

together with normal students throughout the day in the regular class by using same curriculum.

c. Kinds of Students with Special Needs

Delphi mentioned that there are kinds of special needs:<sup>16</sup>

1. Students with sight impairment

Students who have this impairment are called blind. In Indonesia blind is known as Tuna Netra. It is impairment that the students are total blind and cannot use their vision to see what is displayed before them and to follow teaching and learning activity in daily life.

2. Students with hearing impairment

Students for this impairment are called as deaf that in Indonesia well known as Tuna Rungu, where the students are hard to hear or use their hearing or deaf, by the cause of the difficulties in hearing, the ability in speaking becomes difficult, on the other hand, the ability in hearing is based on the hearing of people.

3. Students with developmental impairment or mental retardation

Mental retardation in Indonesia is called as Tuna Grahita. Mental retardation is students that have learning problems which is caused delaying the developing intelligence, mental, emotional and social.

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<sup>16</sup> Susilowati, Puji Sri Rahayu. "Teaching Techniques Applied in Senior High School for Students with Special Needs (Smalb)." *Jurnal Tarbiyah (Jurnal Ilmiah Kependidikan)* 5, no. 2 (2016): 60-68

#### 4. Students with physical impairment or physically impairment

Physically impairment in Indonesia is called Tuna Daksa are students that have physical abilities which the impairment is by their physical like part of their body such as their bones.

#### 5. Students with maladjustment's behavior impairment or maladjustment disorder

Maladjustment disorder in Indonesia is called as Tuna Laras. Students with this impairment are the students that have emotional or behavioral disorder, that their characteristic is much bulge than normal students that they overdo over something and cannot control their behavior.

From five kinds of students with special needs, in this research just focused on students with developmental impairment or mental retardation and students with maladjustment's behavior impairment or maladjustment disorder.

#### d. Inclusive class at SMP Taman Siswa Curup

Inclusive class is an educational program established by the government for students with special needs. Evidently, this inclusive class have already in Rejang Lebong, one of which is SMP Taman Siswa Curup. In SMP Taman Siswa Curup have established an inclusive class in 2013

until now. This school has used regular class “Full Inclusion”, where all students who have disorder learn together with the same class every day.

Then, the number of students in one locale in an inclusive class consists of 7 or 13 students. After that, students with special needs learn in inclusive classes, there are slow learner and hyperactive students. Besides that, in this school followed the inclusive class has been permitted by the head of the education and culture department Rejang Lebong to hold an inclusive class in SMP Taman Siswa Curup.

## **2. Teaching English in inclusive class**

Teaching is the process of give understand and information to students, the purpose is to help students learn and get information. Brown stated that teaching is to showing or helping someone in learn the way to do something, giving instruction guiding in assessment something, prepare knowledge, make someone know or understand.<sup>17</sup> Furthermore, according to William H. Burton stated that teaching is tries in giving stimulus, guidance, instruction to the students in order to learning process.<sup>18</sup>

Teaching English is one of the subjects that is considered tough for Indonesian students. Teaching English there are kind forms like in the normal and abnormal class. Where the class abnormal, one of them is in inclusive class.

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<sup>17</sup> Brown, *Principles of Language Learning and Teaching*. P.7

<sup>18</sup> M. Subana et all, *Strategi Belajar Mengajar Bahasa Indoneisa*, (Bandung: Pustaka, 2000) P.13

Teaching English in inclusive class is not an easy way. Because, students in inclusive class have difficult when teaching English in inclusive class, according to Kraayenoord said that “students had problems with spelling, punctuation, word sequencing and fluency.”<sup>19</sup> So, students in inclusive class have difficult in spelling of punctation, word sequencing and difficulty pronouncing English words fluently.

Besides that, before the teacher teaches English in inclusive class, the teacher needs to create a suitable lesson plan for student’s needs.

The lesson plan must be designed based on some conditions. The first, the method used in teaching English must be made suitable for special needs students. Second, the teaching material must be interesting, but also suitable. Third, the teacher must plan extra working time with the students. Fourth, the curriculum must be adjusted for special needs students. The last, the teacher together with the inclusive education professional must arrange an individual education plan for special needs students. The English lesson must be very communicative; emphasis should be placed on singing, playing, dancing, and drawing.<sup>20</sup>

Based on the theory above, it can be concluded that teaching English in inclusive class, the teacher needs to create a suitable lesson plan for inclusive class. For example, the methods/techniques use in teaching English must be suitable for inclusive class and managing time in teaching learning process.

According to Brown stated that technique is specific activities manifested in the

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<sup>19</sup> Putri Ernawati, “THE APPLICATION OF TEACHING ENGLISH TO SEVEN GRADE STUDENT ’ S IN AN INCLUSIVE CLASS OF YBPK JUNIOR HIGH SCHOOL KEDIRI IN ACADEMIC YEAR 2015 / 2016 SKRIPSI FACULTY OF TEACHER TRAINING AND EDUCATION,” 2016.

<sup>20</sup> Desi Puspitasari, “English Language Teaching in Inclusive Class: A Challenge Desi Puspitasari Institut Agama Islam Negeri (IAIN) Ponorogo,” *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama* 11, no. 1 (2019): 37–46.

class that are consistent with a method and thus were in harmony with an approach as well.<sup>21</sup> So, technique is way and tool use by the teacher to transfer knowledge to the students in the class.

In addition, teaching English in inclusive class, teacher and administrators advise to follow the guidelines so that the teaching learning process is smoothly. In line with Dixon said that advises teachers and administrators in schools to observe the following guidelines in the inclusive education classroom:

- 1) Give your students the chance to share their diverse experiences as they relate to the course contents;
- 2) Reflect diversity in your syllabus, reading and visual materials;
- 3) Provide opportunities for your students to interact across cultures;
- 4) Use visual materials to illustrate your lessons;
- 5) Do not hold one group's experiences as the norms against which others are measured and evaluated;
- 6) Do not stereotype individuals or group among your students;
- 7) Use inclusive language in your teaching;
- 8) Try to learn about your student's cultures;
- 9) Try to call your students by name.<sup>22</sup>

Based on components above, it can be concluded that it is very important. It seems clear that this advice is directed at providing the ability to teachers so that the teaching learning process runs smoothly.

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<sup>21</sup> H. Douglas Brown. *Op.cit.* P.14

<sup>22</sup> Mansur Saleh Ph. D Kiyawa, *op, Cit.* P.4

### 3. The use of teaching technique in inclusive class

Accuracy in determining the teaching technique is very need. Each technique has its own characteristics. According to Daniel Larsen Freeman stated that there are many techniques in teaching English toward students in inclusive class, they are:<sup>23</sup>

#### 1. Translation of a literary passage

Students translate a reading passage from the target language into their inborn language word by word.

#### 2. Reading comprehension question

Students answer question based in the target language on their comprehension of the reading passage.

#### 3. Memorization

Students are given several lists of target language vocabulary words and their inborn language similar, and students are asked to remember them. Students are also essential to remember grammatical paradigms such as verb conjugations.

#### 4. Reading aloud

Reading aloud is reading straight from a certain text. Students take turns reading section of a passage, play, or dialog out loud.<sup>24</sup> According to Dhaif stated that reading aloud to learners at the early stage would therefore restore

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<sup>23</sup> Diane Larsen-freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000).

<sup>24</sup> Ibid., P. 30

that integrity and present larger semantic units which would lead to better understanding.<sup>25</sup> Reading aloud is a very important technique for teaching students, and they will better comprehend.

5. Question and answer exercise

Question and answer exercise are an activity where the students are given some questions and answer in full sentence which contain some grammatical structures and new words so that they practice the new words and grammatical at the same time.

6. Dictation

Student writing down orally presented text.

7. Dialog memorization

Dialog memorization is dialogues or short conversation between two people and the dialog is memorized by the students to take the role from the dialog. After learning one person's line, students switch role and memorize the other person's part. After the dialog has been memorized, teacher pairs the students to perform the dialog.

8. Repetition drill

Students are asked to repeat language the teacher has presented as correctly and as possible. This drill is often used to teach the lines of the dialogue.

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<sup>25</sup> Husain Dhaif, "READING ALOUD FOR COMPREHENSION: A Neglected Teaching Aid" 7, no. 1 (1990): 457-64.



#### 9. Teacher silent

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, „Take a rod”), and then is silent.

#### 10. Peer correction

Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

#### 11. Classroom set-up

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide an environment as possible.

#### 12. Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.

### 13. Positive suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them.

### 14. Transcription

The teacher transcribes the student's tape-recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words.

### 15. Reflection in experience

The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. As students give their reactions, the teacher understands them-shows that he has listened carefully by giving an appropriate understanding response to what the student has said. He does not repeat what the learner says, but rather shows that he understands its essence.

### 16. Using command

command is a command provide by students to do some activities which the commands purpose to make the meaning right and easy to comprehend.

#### 17. Role reversal

Students command their teacher and classmates to do several activities.

#### 18. Action sequence

At one point we saw the teacher give three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. This series of commands is called an action sequence.

#### 19. Authentic materials

Authentic materials are materials that exist in real world. For example, official letter, newspaper and advertisement.

#### 20. Scrambled sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told unscrambled the sentences so that the sentences are restored to their original order.

#### 21. Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

## 22. Picture strip story

In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like.<sup>26</sup>

**Table 2.2.3**  
**Observation Checklist**  
**Teaching techniques and their implementation in Inclusive Class**

No	Teaching technique	Description	Indicator
1.	Translation of a literary passage	Translation of a literary passage, students will understand how to interpret a reading passage from the target language into their inborn language.	1. With translation of a literary passage, the teacher would make students understand well how to translate the sentences from their language to English.
2.	Reading comprehension questions	Students respond query based in the target language on their comprehension of the reading passage.	1. With reading comprehension, students would answer question given by the teacher in the target language well on their comprehend of the reading part.
3.	Memorization	Students are provided lists of target language vocabulary words and their inborn language similar and then remember them.	1. With memorization, students are led to memorizing vocabularies and learning some morphemic rules of

<sup>26</sup> Diane Larsen-freeman., *Op.cit.* p. 77

		Students are also essential to remember grammatical paradigms such as verb conjugations.	those vocabularies.
4.	Reading aloud	A technique used by the teacher whereby students read aloud directly from the text. By reading aloud students will better understand the content of the text.	1. With reading aloud, the teacher gave instruction to students to read English texts out loud.
5.	Question and answer exercise	Question and answer exercise are an action where the students are provided several questions and answer in complete sentence which include several grammatical structures and new words so that they practice the new words and grammatical at the same time.	1. With question-and-answer exercise, students are conditioned to answer English questions containing important grammatical structures and new words. In such a way, they practice grammar and new words at the same time.
6.	Dictation	Dictation is a technique used by the teacher where students listen to what the teacher reads. Then, students repeat it orally.	1. Students listened to what is read by the teacher, and they wrote what they listened to on their notebooks.
7.	Dialog memorization	Dialogues memorization is short conversation between two people and the dialog is learned by the students to take the	1. Students can made English conversation by means of memorizing dialogues and taking the roles in the dialogues.

		character from the dialog. After learning one person's line, students exchange character and learnt the other person's part.	
8.	Repetition drill	Students are asked to replicate language the teacher has presented as carefully. This drill is often used to explain the forms of the dialogue.	1. Students listened well to repeat English sentences the teacher has presented as accurately as possible
9.	Teacher silent	The teacher provides help as is required and then is silent. Or the teacher make a clear condition, puts a language structure into circulation (for example, "Take a rod"), and then is silent.	1. Students would understand well the clues given by the teacher to answer some questions.
10.	Peer correction	Students are supported to assistance another student when he or she is experiencing problematic. It is significant that any help be offered in a cooperative manner, not a competitive one. The teacher observes the help so that it is helpful, not disturbing.	1. Students would build the attitude of working together to help another student when he or she is experiencing difficulty. In such a way, students who have problems in learning can find it easier to understand the materials.

11.	Classroom set-up	The bright and cheerful classroom environment must be creating by the teacher. This was achieved in the class we come to where the walls were decorated with scenes from a country where the target language is spoken.	1. Comfortable classroom set-up would lead Students to following learning processes well. As a result, they would find it easier to get the materials points of materials explained by the teacher.
12.	Role play	Where students are asked by the teacher to be someone else or exchange roles directly towards something.	1. The teacher gave instruction students to play a role to be someone else
13.	Positive suggestion	It is the teacher's task to organize the suggestive factors in a learning condition, thereby helping students remove the difficulties to learning that they bring with them.	1. With positive suggestions made by the teacher, students can overcome their problems in learning.
14.	Transcription	The teacher writes the student's tape-recorded target language conversation. Every student is provided the chance to translate his or her expressions.	1. Students can practice more through learning English conversations, and students would acquire new vocabularies based on the conversations.
15.	Reflection in experience	The teacher takes time during or after the many actions to provide the students the chance to	1. The teacher gave instruction to students to describe on how they feel about English learning they

		describe on how they feel about the language learning experience, themselves as learners, and their relationship with one another.	experience, and students can express their opinions about their engagement in English learning.
16.	Using command	command is a command provide by students to do some activities which the commands purpose to make the meaning right and easy to comprehend.	1. Students did some activities based on the command given by the teacher so that students' learning is meaningfully.
17.	Role reversal	Students command their teacher and classmates to do several activities.	1. Students can express the teacher's command in the class.
18.	Action sequence	At one point we saw the teacher provide three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. This series of commands is called an action sequence.	1. Students listened well to what is commanded by the teacher, and students interacted when the teacher commands something.
19.	Authentic materials	Authentic materials are materials have in actual world. For example, official letter, newspaper and advertisement.	1. Students can find it easier to comprehend the authentic material
20.	Scrambled sentences	The students are provided a part a text in	1. The teacher gave instruction to students to arrange English



		which the sentences are in a scrambled order. They are asked to arrange the sentences so that the sentences are restored to their original order.	sentences, and students can arrange English sentences well to construct a readable text.
21.	Language games	Games are used frequently in CLT. The students find them comfortable, and if they are correctly designed, they provide students valuable understand practice.	1. With language games, students can get new vocabularies.
22.	Picture strip story	In the action we observed, one student in a small group was provided a strip story. She displayed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like	Students can guess the given pictures well.

#### 4. The problems in teaching English in inclusive class

Teaching English is not constantly achieving for the teacher. There are many obstacles that must be considered by teachers in teaching general classrooms. Moreover, teaching in inclusive class, there are several obstacles found by the teacher in teaching learning process. In addition, there are students

in inclusive class who find it difficult to understand the lesson, so the problem can come from the students themselves. The problematic is usually become problems in teaching English. Akram Inanloo Khajlo said that in his research, there are problems in language teaching learning process, they are:

1. Lack of interest for learning English

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are interested, they do not listen to their teacher and do not learn anything, even if they learn something, they will forget it quickly, because they are tired of its repetition.

2. Lack of concentration in the class

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors: a. Fatigue and insomnia b. Environment c. Family problems. When all these factors are eliminated, the students can do his best to learn the language and gain a good score.<sup>27</sup>

3. Lack of repetition and frequent practice of students

Since students are not interest to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time.

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<sup>27</sup> Akram Inanloo Khajloo, "Problems in Teaching and Learning English for Students," *International Journal of Engineering Research* 7, no. 3 (2013): 57, [www.ijer.com](http://www.ijer.com).

We should use the specific methods or techniques which are from the experiences of teachers in order to motivate the students in learning English.<sup>28</sup> We recognize that practice plays significant part in teaching learning process. If the teacher gives students assignments to do it, he/she will study language simply. According to behavior psychologist the habit is conditioned behavior. So, learning a language means forming habit is the result of learning. Learning a second language means forming the habit of using English.<sup>29</sup>

Additionally, Larry M. Lynch said that in his research, there are many problems in teaching learning process:

1. Lack of learners' motivation

The teacher does not have other choice except try to wake student's motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factors that 'energize' the behavior and give it 'direction'. In Atkinson's point of view, motivation is a term used to describe what energizes a person and what directs his activity, and energy and direction are the Centre of motivation. Furthermore, motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation are ones for which there is no apparent reward except the activity itself. And extrinsic

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<sup>28</sup> Ibid., p.58

<sup>29</sup> Dawn D'Arcy Nell, *English Language Teaching, History of Oxford University Press: Volume IV 1970 to 2004*, 2017, <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.

motivation is carried out anticipation of a reward from outside and beyond the self.<sup>30</sup> The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation.

## 2. Insufficient Time, Resource and Materials

English is foreign language and hence cannot be learnt and thought as easily as mother tongue or first language. When it is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitates teaching-learning process.

## 3. Discipline

Every culture has a different standard of discipline and consequence for bad behavior. Making it clear to my students right from the start what the rules of the classrooms were and consistently following through with punishments well as reward, made the student behavior in my classroom much better than it was outside of it.

## 4. Student are defiant, rowdy or distracting of other

This will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management. If it one particular student, you should react swiftly

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<sup>30</sup> Ibid., P.76

to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.<sup>31</sup>

**Table 2.1**  
**Problem in Teaching English in Inclusive Class**

<b>No.</b>	<b>Problem in teaching</b>	<b>Description</b>	<b>Indicators</b>
1.	Lack of interest for learning English	When the teacher teaches, many students are not fascinated in learning English and just think about passing the course, so they do not listen what the teacher teach.	<ol style="list-style-type: none"> <li>1. Students do not notice the materials given by the teacher.</li> <li>2. Students do not participate in teaching-learning processes.</li> </ol>
2.	Lack of concentration in the class	When students do not have the concentration cannot acquire the material. Concentration hangs on these factors: 1. Fatigue and insomnia 2. Neighborhood 3. Family problems.	<ol style="list-style-type: none"> <li>1. Students do not understand the materials presented by the teacher.</li> <li>2. Students are not active and do not pose their own questions to teacher.</li> <li>3. When the teacher gives materials, the class condition is uncontrollable.</li> </ol>
3.	Lack of repetition and frequent practice of students	According to behaviorists psychologist the habit is conditioned behavior. So, studying a language way forming habit of using	<ol style="list-style-type: none"> <li>1. Students do not know the previous materials asked by the teacher because they experience lack of repetitions and</li> </ol>

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<sup>31</sup> Lary M. Lynch, Three critical problem in English Language Teaching and Learning, (Colombia, University Professor in Cali. 2008)

		language. If we want to study language. We should use the special methods or technique which are from the experiences of teachers in order to encourage the students in studying English.	practices. 2. Students do not understand when the teacher reviews the previous materials.
4.	Lack of learner's motivation	Motivation is measured with the urging of the fascinate in studying and to the level is fundamental to studying.	1. Students rarely do the tasks given by the teacher. 2. Students seldom attend the class. 3. Students never participate in the class.
5.	Insufficient time, resource and materials	English is foreign language and therefore cannot be learnt and assumed as easily as native speaker or first language. When it is learnt or assumed as a second language, it needs long time and concurrently enough resources and materials to make English class climate which help teaching learning process.	1. The teacher cannot finish the material delivery based on the expected time set at school. 2. The teacher finds it difficult to get good references for teaching processes. 3. The teacher does not have adequate access to the search of materials.
6.	Discipline	Every culture has a dissimilar standard of discipline and consequence for bad behavior in my class much better than it was outside of it.	1. Students are not consistent in the class, and they do not obey the rules given by the teacher.
7.	Student is defiant, rowdy or distracting of	This will happen, no matter what, in every class if the entire class is acting up, it may be the fault of	1. Students are not serious in following in teaching-learning processes.

	other	the teacher, boring material or poor classroom management.	2. The class is noisy and loses control of the teacher. 3. Students have bad attitudes towards the teacher in the class. ;
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## B. Review of The Related Findings

There are studies have been conducted researchers previous, about teacher's techniques in teaching English toward students in inclusive class, they are as follows:

The first finding from Susilowati and Puji Sri Rahayu's journal is descriptive study entitled "Teaching Technique Applied in Senior High School for Students with special Needs", the purpose of this research is to find out the teaching techniques applied by the teacher in teaching English SLB. The study method of this study is descriptive method. The subject of studied of this study is the English teacher and 26 students at SMALB in SLB B/C Dharma Wanita Persatuan Provinsi Kalimantan Selatan. The result shown that in general from 23 techniques that purpose by Diane Larsen-Freeman. There are transcription, question and answer, repetition drill, reading aloud, memorization, and singing song.<sup>32</sup>

The second finding from Chusnul Insani's thesis is descriptive study entitled "Teaching Methods used by The English Teacher in Inclusive Class at SDN Sumbersari 1 Malang (A descriptive study in the English teacher at SDN Sumbersari

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<sup>32</sup> Susilowati Puji Sri Rahayu., Op.cit. P. 60-67

1 Malang in 2016-2017 Academic year)” the purpose of this research was aimed to find out the types of teaching method used by the English teacher and how the teacher implements the teaching methods in teaching English in inclusive class. The study method of this study is descriptive method. The subject of studied of this study is one teacher who taught in V and VI grades. The result shown that in general from 8 methods that purpose by Diane Larsen-Freeman. There are 2 methods used by English teacher at SDN Sumbersari 1 Malang, there are Communicative Language Teaching and Grammar Translation Method.<sup>33</sup>

The last finding from Fatimah Nur Hadi, Dewi Sri Wahyuni and Hefy Sulistyawati’s journal is case study entitled “Teacher’s Strategies in Teaching English for the Hearing-Impaired Students”. the aims of the research, first to find out the teacher’s strategies in teaching English for the hearing-impaired students, the second, the problems faced by the teacher in teaching English for the hearing-impaired students, and the last, how the teaching strategies that the teacher uses help the hearing-impaired students to understand English. The researcher used observation, interview and documentation. The results of this research, the teacher used in teaching English were drilling and visual scaffolding.<sup>34</sup>

Based on the description above, this study has different from those studies.

The differences are, in this research the researcher needs to know the technique used

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<sup>33</sup> Chusnul Insani, “Teaching Method Used by the English Teacher in Inclusive Class at SDN Sumbersari 1 Malang,” 2017, <http://eprints.umm.ac.id/id/eprint/37413>.

<sup>34</sup> Fatimah Nur Hadi, Dewi Sri Wahyuni, and Hefy Sulistyawati, “Teacher’s Strategies in Teaching English for the Hearing-Impaired Students,” n.d., 264–71.



by teacher in teaching English in inclusive class at SMP Taman Siswa Curup. After that, the techniques were implemented in inclusive class. The last, the researcher finds out problems faced by the teacher in implementing technique in teaching English in inclusive class. In this study, researcher manners this study on English teacher of SMP Taman Siswa Curup.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of the Research**

In this research, the researcher used descriptive method through provided in qualitative ways. Descriptive method is a study focused in explaining condition population, factually, systematically, and accurately.<sup>35</sup> In this research using descriptive because the researcher only describing teacher's technique in teaching English toward students in inclusive class and the purpose of this research to described precisely teacher's technique in teaching English toward students in inclusive class. Additionally, the researcher also described the technique were implemented in inclusive class and the problems faced by teacher in implementing technique in inclusive class. Descriptive method explained the data which have correlation with fact, condition, variable and phenomenon which occurred when the research is being done.

In this research, the researcher tried to exposes technique in teaching English in inclusive class through the data written form.

#### **B. Subject of the Research**

The subject of this research was an English teacher at SMP Taman Siswa Curup. The investigator selected the subject of the study by using purposive

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<sup>35</sup> Nurul Zuriah, *Metodology Penelitian Sosial Dan Pendidikan : Teori Aplikasi* (Jakarta: Bumi Aksara, 2007), p.47

sampling. Gay has stated purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it considered with characteristic that would be taken as a number of sample and one of type of purposive sampling is criterions. Where it is sample that chose to all participants who met defined criteria.<sup>36</sup> These are some considerations based on this study characteristics such as: the teachers teach English and the teachers teach English in inclusive class. Therefore, in this study, there is one English teacher at SMP Taman Siswa Curup. In inclusive class at SMP Taman Siswa Curup, there are 3 classes, namely class VII, VIII and XI. Class VII, students with special needs have 2 students, all of them are slow learners' students. Class VIII, student with special needs has 1 student, namely hyperactive student. Class IX, student with special needs has 1 student, namely slow learners' student.

### **C. Technique of Collecting Data**

The data are the strength of the research, so they are required in a research. There are no researches without collecting for the data. the collected data must be valid and provide the factual information. To collect the data of this research, the researcher used the technique for collecting data, as follow:

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<sup>36</sup> Gay L. R, Education Research: Competencies for Analysis and Application (Third Edition), (Columbus: Merrill Publishing, 1987), p. 481.

## 1. Interview

Interview is used for collecting information, interviews were conducted with informants as data sources with the purpose of obtaining and exploring as much information as possible about the focus of research. Furthermore, the interview is organized to make the data obvious for the problem faced by the teacher before using technique in inclusive class. Kind of interview is semi structured interviews method.

According Norman K. Denzin stated that semi structured interviews is can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by the interviewer, and the interviews has a greater chance of becoming visible as a knowledge-producing participant in the process itself, rather than hiding behind a preset interview guide.<sup>37</sup>

Semi structured interview is a meeting where the interviewer does not stringently obey a formal questionnaire. Instead, they would ask more open-ended questions, permitting talk with the interviewer. To do this interview, for teacher, they were provided some questions about the problem faced by the teacher in implementing technique in inclusive class. Researcher used semi-structured interviews because in the research of students in inclusive class. It is an interest research, it is essential to extend the interview so that in addition to following the interview guide, it can also add questions. The interview is purpose to know the problem faced by the teacher before using technique in inclusive class at SMP Taman Siswa Curup.

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<sup>37</sup> Norman K. Denzin, the SAGE handbook of qualitative research, (2018: New York. SAGE Publications) p. 1002

## 2. Observation

The observation in this research was participant observation. It means that the researcher did participate completely in teaching-learning English process. The researcher observed independently the actions of teaching-learning process. Then, the researcher takes some picture. The researcher used observation to identify the real conditions about how the techniques were implemented in inclusive class and what are the teacher's technique in teaching English toward students in inclusive class at SMP Taman Siswa Curup.

### **D. Research Instrument**

To obtain more data about this research, the research also used instruments, such as:

#### 1. Interview guidance

The research must have interview guidance to build what questions are too asked, in what order and how much additional prompting or probing is permitted.<sup>38</sup> Interview guideline is the list of questions which are used by the researcher to interview the teacher to obtain data from respondent. There are many necessary items in order to create the interview guidance including the theory used, indicators, questions, and validations terms.

First, the interview guidance made by made by referred to the theory of problems in teaching English in inclusive class. the researcher used two theories,

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<sup>38</sup> Ibid

namely Akram Inanlo Khajlo's theory and Larry M. Lynch's theory. The theory of problems in teaching English by Akram Inanlo Khajlo's theory which are including lack of interest, lack of concentration in the class, and lack of repetition and frequent practice of students. Then, the theory of problems in teaching English by Larry M. Lynch's theory which are including lack of learner motivation, insufficient time, resource, and materials, discipline, and students are defiant, rowdy, or distracting of other.

Second, the researcher created several indicators to this research. The researcher analyzed the theory by read the meaning much time. After read, the researcher searched the meaning of each problems mentioned on the theory of problems in teaching English. After obtain some items that may become the indicators by those problems. Next, the indicators built up considering to the descriptions of the problems mentioned on the theory itself.

Third, the researcher created several questions. The questions created by following the indicators. In this interview guidance, the researcher used W/H questions. It is used in order to answer the research questions in this research. Additionally, it is purposing that participant can explain whatever by following the question that asked then the researcher can obtain the information more specific from respondent. Therefore, the questions are able to use as the guide of the researcher while the researcher interviewing the participant on the field. The last, the most significant point of the interview guidance is that indicator and

question made is valid. The researcher gave it to lecturer who appointed as a validator in order to check and classify the accuracy of the question. These question items have been validated by Rully Morgana M. Pd. Therefore, the questions points can be seen on the table below.

**Table 3.1**  
**Interview guidance**  
**Problems in Teaching English in Inclusive Class**

<b>No</b>	<b>Problems in teaching</b>	<b>Indicators</b>	<b>Questions</b>
1	Lack of interest	1. Students do not notice the materials given by the teacher.  2. Students do not participate in teaching-learning processes	1. Do all students listen to you when you present the material in the class? 2. Are there any students who do not pay attention to you when you are explaining the material? 3. What do you think of the probable causes so that a few students do not pay attention to you?  1. Do all students actively participate in your class? 2. Do you find any students who do not participate in teaching-learning processes? 3. What do you think of the probable causes so that a few students do not actively participate in teaching-learning processes?
2	Lack of concentration in the class	1. Students do not understand the materials presented by the teacher.	1. How do you perceive about students' understanding of the materials which you present in the class? 2. Do you find any students who do not understand the materials which you present in the class? 3. What do you consider as the causes

			that make the students find it difficult to understand the given material?
		2. Students are not active and do not pose their own questions to teacher.	<ol style="list-style-type: none"> <li>1. How are your students' critical thinking skills in the class?</li> <li>2. Do you find any students who are not active and rarely ask you some questions to you pertinent to the material you provide?</li> <li>3. What do you think of probable causes that make students inactive in the class?</li> </ol>
		3. When the teacher gives materials, the class condition is uncontrollable.	<ol style="list-style-type: none"> <li>1. Do you find it difficult to control the class condition when you present the materials?</li> <li>2. How do you control the class condition when you present materials?</li> <li>3. What are the problems that you find in respect of controlling the class condition when you present materials?</li> </ol>
3	Lack of repetition and frequent practice of students	1. Students do not know the previous materials asked by teacher because they experience lack of repetitions and practices.	<ol style="list-style-type: none"> <li>1. Do you always review the previous materials in the class?</li> <li>2. How are students' responses to your review?</li> <li>3. Do you find any students who do not understand the previous materials?</li> <li>4. What do you think of the causes making your students have no understanding of the previous materials?</li> </ol>
		2. Students do not understand when the teacher reviews the previous materials.	<ol style="list-style-type: none"> <li>1. What do you think of the student's reaction after you review the previous materials?</li> <li>2. Do you find that the students are confused to go along with your review?</li> <li>3. What do you consider as the causes so that the students find it difficult to acquire the information which you provide when you review the previous materials?</li> </ol>



4	Lack of learners' motivation	1. Students rarely do the tasks given by the teacher.	<ol style="list-style-type: none"> <li>1. Do you always give an assignment or homework to the students?</li> <li>2. How do the students respond to the given assignment or homework?</li> <li>3. Are there any students who rarely do the given assignment?</li> <li>4. What do you perceive as the causes making students rarely complete their assignment?</li> </ol>
		2. Students seldom attend the class	<ol style="list-style-type: none"> <li>1. Do all students consistently attend the class?</li> <li>2. What do you think of students' active presence in the class?</li> <li>3. Are there any students who are often absent in the class?</li> <li>4. What do you perceive as the causes making students seldom attend the class?</li> </ol>
		3. Students never participate themselves in the class.	<ol style="list-style-type: none"> <li>1. How is the student's participation in the class?</li> <li>2. Do you find any students who do not properly participate in the class?</li> <li>3. What do you perceive as the possible causes making some students not participate actively in the class?</li> </ol>
5	Insufficient Time, Resource and materials	1. The teacher cannot finish the material delivery based on the expected time set at school.	<ol style="list-style-type: none"> <li>1. How do you perceive about the adequacy of learning time allocation set at school?</li> <li>2. Do you find some obstacles to complete the delivery of the planned materials based on the time allocated by the school?</li> <li>3. What do you perceive as the effective time allocation to be set at school?</li> </ol>
		2. Teacher finds it difficult to get good references for teaching processes.	<ol style="list-style-type: none"> <li>1. Do you have good references for teaching?</li> <li>2. What are the references you use for teaching?</li> <li>3. Do you find it difficult to find references for teaching?</li> </ol>
		3. Teacher does not have	<ol style="list-style-type: none"> <li>1. Do you have adequate access to the search for the teaching materials?</li> </ol>

		adequate access to the search of materials.	<ol style="list-style-type: none"> <li>2. What are the modes that you usually use to access the teaching materials?</li> <li>3. Do you find it difficult to access the teaching materials?</li> </ol>
6	Discipline	1. Students are not consistent in the class, and they do not obey the rules given by teacher.	<ol style="list-style-type: none"> <li>1. What do you perceive about students' compliance in your class?</li> <li>2. Are there any students who do not obey the rules set in your class?</li> </ol>
7	Students are defiant, rowdy or distracting of other.	1. Students are not serious in following in teaching-learning processes.	<ol style="list-style-type: none"> <li>1. What do you perceive about students' seriousness in the class?</li> <li>2. Are there any students who are not serious to learn in your class?</li> </ol>
		2. The class is noisy and loses control of the teacher.	<ol style="list-style-type: none"> <li>1. How do you perceive about the ideal comfort of your class situation?</li> <li>2. Do you find that your class is noisy?</li> <li>3. Do you often find that your class loses control?</li> <li>4. How do you create a comfortable learning atmosphere?</li> <li>5. How do you control your class situation?</li> </ol>
		3. Students have bad attitudes toward the teacher in the class.	<ol style="list-style-type: none"> <li>1. What do you perceive about students' attitudes towards you as the teacher in the class?</li> <li>2. Are there any students who have negative attitudes towards you in your class?</li> <li>3. How do you deal with the students who have negative attitudes towards you?</li> </ol>

## 2. Observation checklist

A checklist used to specify whether an individual behaves in a certain (usually desired) manner when asked to full a certain job. If a certain behavior is present when individual is watched, the researcher places a check mark (√) on the list.<sup>39</sup> In this research, the checklist used when the researcher observing the teacher to obtain real data from respondents. There are some significant items in order to create the observation checklist including the theory used, indicators, items as regards classroom activities, and validations terms.

First, the observation checklist made by referred to the theory of techniques used by the teacher in teaching English in inclusive class. As the researcher stated above, the main theory of this research is Diane Larsen-Freeman theory namely there are 22 techniques.

Second, the researcher created some indicators to this research. The researcher analyzed the theory by read the meaning much time. After read, the researcher searched the meaning of each techniques mentioned on the theory of techniques used by the teacher and the techniques were implemented. After obtain some items that may become the indicators by those techniques. Then, the indicators built up considering to the descriptions of the techniques mentioned on the theory itself.

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<sup>39</sup> David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers*, (New Fetter Lane, London: Routledge Falmer, 2003), p.116

Third, the researcher drew some items as regards classroom activities or sub-indicators in the observation checklist. It refers to what indicators from each technique that mentioned on the theory.

The last, the most significant point of the observation checklist is that indicator and sub-indicator made is valid. According to Ngalim Purwanto, validity is the quality that shows correlation between a certain measuring with meaning or the purpose of studying criteria and behavior.<sup>40</sup> Based on the statement above, before the researcher observing the respondents, the indicator and sub-indicator must be validated. The researcher gave it to lecturer who appointed as a validator in order to check and classify the accuracy of the sentences. These sentence items have been validated by Rully Morgana M. Pd. Therefore, the sentences points can be seen on the table below.

The observation also used field noted, the researcher used field notes to record everything related to the technique used by the English teacher and the implementation of techniques when the teacher teaches in inclusive class. Field notes are observer's notes about what was the researcher seen, heard, experienced, and thought during the observation. They contain descriptive and reflective aspect.<sup>41</sup>

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<sup>40</sup> Ngalim Purwanto. Prinsip-prinsip dan Teknik Evaluasi Pengajaran. (Bandung: Remaja Raosdakarya. 1994) P. 137

<sup>41</sup> Taylor and Bogdan, Field Notes: How to Take Them, Code Them, Manage Them. P. 389

**Table 3.2.3**  
**Observation Checklist and Field Notes**  
**Teaching techniques and their implementation in Inclusive Class**

No	Name of techniques	Indicators	Items as regards classroom activities	Yes	No	Field Notes
1	Translation of literally passage	With translation of a literary passage, the teacher would make students understand well how to translate the sentences from their language to English.	1. The teacher assigned students to translate the given text to see their English competence.			
2	Reading comprehension question	With reading comprehension, students would answer question given by teacher in the target language well based on their comprehension of the reading part.	1. The teacher asked students to answer question in English based on their comprehension of the reading passages.			

3	Memorization	With memorization, students are led to memorizing English vocabularies and learning some morphemic rules of those vocabularies.	1. The teacher gave several lists of English vocabularies .			
			2. The teacher asked students to memorize the given English vocabularies .			
			3. The teacher teaches students some morphemic rules related to the given English vocabularies .			
4	Reading aloud	With reading aloud, the teacher gives instruction to students to read English texts out loud.	1. The teacher asked students to read the given English texts aloud.			
5	Question and answer	With question and answer exercise,	1. Students are assigned to			

	exercise	students are conditioned to answer English questions containing important grammatical structures and new words. In such a way, they practice grammar and new words at the same time.	answer English questions which contain some important grammatical structures and new words so that they practice grammar and new words at the same time.			
6	Dictation	Students listen to what is read by the teacher, and they write what they listened to on their notebooks.	1. The teacher read aloud an English text, and then the students are instructed to write down what the teacher reads.			
7	Dialog memorization	Students can make English conversation by means of memorizing dialogues and taking the roles in the	1. The teacher asked students to read English dialogues. 2. The teacher			

		dialogues.	asked students to memorize English dialogues.			
			3. The teacher asked students to act out English dialogues.			
8	Repetition drill	Students listen well to repeat English sentences the teacher has presented as accurately as possible.	1. Students are asked to repeat English sentences the teacher has presented as correctly as possible.			
9	Teacher silent	Students would understand well the clues given by the teacher to answer some questions.	1. The teacher gave some clues to students in order that they can answer the questions the teacher gave.			
10	Peer correction	Students would build the attitude of working together to help another student when	1. The teacher asked students to assist another student when he or she is			



		he or she is experiencing difficulty. In such a way, students who have problems in learning can find it easier to understand the materials.	experiencing problems during learning.			
11	Classroom set-up	Comfortable classroom set-up would lead students to following learning processes well. As a result, they would find it easier to get the points of materials explained by the teacher.	1. The teacher created a bright and cheerful classroom environment			
12	Role play	The teacher gave instruction to students to play a role to be someone else.	1. Students are instructed to freely act out a certain given role in order to train using English.			
13	Positive suggestion	With positive suggestions made by the teacher, students can	1. The teacher made suggestion about the			

		overcome their problems in learning.	solutions to overcoming students' learning problems.			
14	Transcription	Students can be more practice more through learning English conversations, and students will acquire new vocabularies based on the conversations.	1. Students are asked to practice through learning English conversations.			
15	Reflection in experience	The teacher gave instruction to students to describe on how they feel about English learning they experience, and students can express their opinions about their engagement in English learning.	1. Students are asked to describe on how they feel about English learning they experience. 2. Students are asked to express their opinions about their engagement in English learning.			
16	Using	Students do some activities based on the	1. The teacher commanded			

	commands	command given by the teacher so that students' learning is meaningful.	students to do some activities in order that they learn meaningfully.			
17	Role reversal	Students can express the teacher's command in the class.	1. The teacher asked students to express the teacher's command in the class.			
18	Action sequence	Students listen well to what is commanded by the teacher, and students interact when the teacher commands something.	1. The teacher gave commands to students and then the students listen to what is commanded by the teacher.			
19	Authentic material	Students can find it easier to comprehend the authentic material.	1. The teacher provided an authentic material to make students understand the lesson well.			
20	Scrambled sentences	The teacher gives instruction to students to arrange	1. Students are asked to arrange			

		English sentences, and students can arrange English sentences well to construct a readable text.	English sentences well.			
21	Language games	With language games, students can get new vocabularies.	1. The teacher decided to use language games in English teaching and learning processes.			
22	Picture strip story	Students can guess the given pictures well	3. The teacher gave students some clues in the form of pictures, and students are then asked to guess the pictures.			

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

According to Creswell, all of the data are analyzed by these steps, as follow:

### **1. Data managing**

In this step, the researcher will manage the data from interview and observation. The first, the data from interview to know the problems faced by the teacher before using technique in inclusive class at SMP Taman Siswa Curup. The second, the data from observation to know the teaching technique and the techniques were implemented in inclusive class at SMP Taman Siswa Curup.

### **2. Reading**

After the researcher managing the data got in, the researcher read the text many times in order to obtain a deep understanding of those data in order to obtain the valid data. Therefore, the researcher can identify how managed the data well.

### **3. Describing**

In this step, the researcher starts to describe all the data that obtain from interview and observation, so can help the researcher to do the next step in analyzing data.

### **4. Classifying**

After the data is gained from the information about the problems faced by the teacher before using technique in inclusive class at SMP Taman Siswa

Curup, the techniques were implemented in inclusive class and teacher's techniques in teaching English toward students in inclusive class. The researcher collects the important data based on respondent's answer.

#### 5. Interpreting

The researcher attempts to interpret the data and explain deeply about the problems faced by the teacher before using technique in inclusive class at SMP Taman Siswa Curup, the techniques were implemented in inclusive class and teacher's techniques in teaching English toward students in inclusive class.

## **BAB IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher presented the findings from observation checklist and interview. The goal of this research was to investigate what are the teacher's techniques in teaching English toward students in inclusive class, the techniques were implemented in inclusive class, and the teacher problems in implementing techniques in inclusive class. In collecting the data, the researcher used checklist for observation and interview guideline for interview. This chapter entails of research finding and discussion.

#### **A. Findings**

In this chapter, the researcher presented the finding and discussion from observation and interview. The aims of this research are to investigate what are the teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup, how the techniques were implemented in inclusive class at SMP Taman Siswa Curup, and what are the teacher problems in implementing technique in inclusive class at SMP Taman Siswa Curup.

##### **1. The teacher's problems before using the technique in inclusive class at SMP Taman Siswa Curup.**

In this point, the researcher was using interview to answer the third question, and the question is the teacher problems in implementing techniques in inclusive class at SMP Taman Siswa Curup. the researcher had interviewed the

English teacher at SMP Taman Siswa Curup. the questions based on theory about the problems in implementing techniques as the indicators. In the interview, the researcher used Indonesian language. In this segment, the researcher lay the result of finding from interview.

Based on the chapter III, the researcher used interview and tape recorder as the data's collecting. The researcher has been interviewed on February 08<sup>th</sup> 2021. The respondent was the English teacher who teach English at SMP Taman Siswa Curup.

**Table 4.2**  
**Result of the teacher problems in implementing techniques**  
**in inclusive class at SMP Taman Siswa Curup**

No	Problems
1	Lack of interest
2	Lack of concentration in the class
3	Lack of repetition and frequent practice of students
4	Lack of learner's motivation
5	Discipline

The result can be perceived from the interview result's indicators. The researcher interviewed respondent directly or face to face. Then, the researcher used a tape recorder when the researcher interviewed the respondent. The result can be seen on the table below:



**Table 4.3**  
**Interview result**

No	Problems	Description
1	Lack of interest	<ol style="list-style-type: none"> <li>1. The teacher said that student with special needs was less interested in learning English.</li> <li>2. The teacher said that student with special needs is busy with their own world, which is student with special needs often busking to become silver people at a red light. So, student with special needs do not think about studying but about money.</li> </ol>
2	Lack of concentration in the class	<ol style="list-style-type: none"> <li>1. The teacher said that there was student who did not understand the material given, and it could be proven that when the teacher gave the exercises, there was student who got good, moderate and low scores.</li> <li>2. the teacher said that the teacher found that there was student who did not understand the material.</li> <li>3. The teacher said that the causes that made it difficult for students did not understand the material presented, and the students with specials did not have the motivation to learn actually.</li> </ol>
3	Lack of repetition and frequent practice of students	<ol style="list-style-type: none"> <li>1. The teacher said that the teacher found that there were students who did not understand the previous material.</li> <li>2. The teacher said that the causes the students did not understand the previous material was due to many factors, namely many other lessons that they had to remember.</li> </ol>
4	Lack of learner's motivation	<ol style="list-style-type: none"> <li>1. The teacher said that there were students who rarely did assignments.</li> <li>2. The teacher said that the causes made students rarely complete assignments where students did not understand the material, lack of motivation to learn, and lack of encouragement from parents.</li> <li>3. The teacher said that the not all students consistently paid attention when the teacher</li> </ol>

		<p>explained the material.</p> <p>4. The teacher said the teacher found that there were students who absents who were often absent from class.</p> <p>5. The teacher said that the causes why students rarely attend the class was because their future orientation was not yet wide open. So, there is no enthusiasm for learning.</p> <p>6. The teacher said that the teacher found 1 student with special needs who did not participate properly in the class.</p>
5	Discipline	<p>1. The teacher said that the teacher found that there were students who did not comply with the rules applied in the class, one of which was the rules regarding dress.</p>

## **2. The implementation of techniques in teaching English in inclusive class at SMP Taman Siswa Curup**

The researcher did observation in class VII, VIII, and IX for five meetings, to recognize the implementation of techniques in teaching English in inclusive class at SMP Taman Siswa Curup. In doing the process of analysis, the researcher used observation checklist too to check how the techniques were implemented in inclusive class at SMP Taman Siswa Curup.

The researcher observed too the teacher directly when the teacher teaches English in the classroom from January 23<sup>rd</sup> 2021 to February 08<sup>th</sup> 2021. After observing the implementation of techniques in teaching English in inclusive class at SMP Taman Siswa Curup. The researcher had found several data. The observation was done on January 23<sup>rd</sup> 2021 to February 08<sup>th</sup> 2021.

**Table 4.1**  
**Result of the implementation of techniques in teaching**  
**English in inclusive class at SMP Taman Siswa Curup**

No	Technique	Activities
1	Translation of literally passage	<ul style="list-style-type: none"> <li>a. The teacher gave students the text of Sangkuriang.</li> <li>b. The students are asked to read the text of Sangkuriang.</li> <li>c. The teacher asked students to translate the text of Sangkuriang word by word to see their English competence.</li> <li>d. The students asked to read the text of translated.</li> </ul>
2	Reading comprehension questions	<ul style="list-style-type: none"> <li>a. The teacher gave students the text of Bird Park. There are questions below where the teacher asked students to answer all questions, and gave the time around 15 minutes.</li> <li>b. The students are asked to read the text of Bird Park.</li> <li>c. The teacher asked students to translate the text of Bird Park together.</li> <li>d. The students are asked to read the text of translated.</li> <li>e. The teacher asked students to answer all questions and gave the time around 15 minutes.</li> <li>f. The students are asked to answer questions based on their understanding of a reading passage.</li> <li>g. After the time is over, the students are asked to collect assignments given by the teacher.</li> <li>h. The teacher asked students the assignments to exchange with the beside student to discuss the assignment together.</li> <li>i. The students are asked to read the questions and answer in turn.</li> <li>j. The teacher asked students to collect back the assignments that have been discussed together.</li> </ul>

3	Reading aloud	<ul style="list-style-type: none"> <li>a. The teacher instructed the students that they will read aloud the text of Sangkuriang together.</li> <li>b. The students listened to instruction from the teacher.</li> <li>c. The teacher read the text of Sangkuriang aloud and smoothly to give an example of how to read correctly.</li> <li>d. Students are asked to repeat what the teacher read vociferously.</li> <li>e. The teacher translated the text of Sangkuriang that has been read.</li> <li>f. The students are asked to repeat the text of Sangkuriangs that has been translated by the teacher aloud.</li> </ul>
4	Question and answer exercise	<ul style="list-style-type: none"> <li>a. The teacher gave several questions to students related to the material about Simple Present Tense which the questions come from the material displayed on the whiteboard.</li> <li>a. The students are asked to answer the question.</li> <li>b. The teacher gave other question about the material of simple present.</li> <li>c. The other students are asked to answer the question.</li> </ul>
5	Repetition drill	<ul style="list-style-type: none"> <li>a. The teacher gave students the text of Sangkuriang a sentence.</li> <li>b. The students are asked to repeat what the teacher had said.</li> <li>c. The teacher translated the text of sangkuriang.</li> <li>a. The students understand the text of translated.</li> </ul>
6	Teacher silent	<ul style="list-style-type: none"> <li>a. The teacher gave students the text of Bird Park. There are question below.</li> <li>b. The students are asked to read the text of Bird Park.</li> <li>c. Before answer the questions, the teacher gave some keyword or clue to students in order that they can answer the question.</li> <li>d. The students are asked to answer the question.</li> </ul>
7	Peer correction	<ul style="list-style-type: none"> <li>a. The teacher gave question to student with</li> </ul>

		<p>special needs related to the material about simple present which the questions come from the material displayed on the whiteboard.</p> <ul style="list-style-type: none"> <li>b. The student with special needs could not answer the question given by the teacher.</li> <li>c. The teacher asked normal student to share their answer the question given by the teacher.</li> <li>a. The normal students answered the question given by the teacher.</li> <li>b. The teacher asked students with special needs again with the same question.</li> <li>c. Students can answer and understand the question.</li> </ul>
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Researcher observed teacher when she teaches English in inclusive class. The researcher found that the teacher implemented of 7 techniques in teaching English in inclusive class at SMP Taman Siswa Curup.

### **3. The teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup**

The researcher did observation in class VII, VIII, and IX for five meetings, to find what are the teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup. in doing the analysis process, the researcher used observation checklist to check what were the techniques used by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup.

The researcher observed the teacher directly when the teacher teaches English in the classroom from January 23<sup>rd</sup> 2021 to February 08<sup>th</sup> 2021. After

observing the teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup. The researcher had found several data. The observation was done on January 23<sup>rd</sup> 2021 to February 08<sup>th</sup> 2021.

**Table 4.0**  
**Result of teaching techniques used by the teacher in**  
**teaching English at SMP Taman Siswa Curup.**

No	Techniques used	Activities	Observation
1	Translation of literally passage	a. The teacher gave students the text of Sangkuriang. b. The teacher asked students to read the given text. c. The teacher asked students to translate the given text word by word to see their English competence.	Four
2	Reading Comprehension Questions	a. The teacher gave students the text of Bird Park. There are questions below. b. The teacher asked students to answer questions based on their understanding of the reading passage.	Three
3	Reading Aloud	a. The teacher instructed the students that they will read aloud the text of Sangkuriang together. b. The teacher read the text of Sangkuriang vociferously to give an example of how to read correctly. c. The teacher translated the text of Sangkuriang that has been read.	Five
4	Question and Answer Exercise	d. The teacher gave several questions to students related to the material about Simple Present Tense which the	Five

		<p>questions come from the material displayed on the whiteboard.</p> <p>e. The students are asked to answer the question.</p>	
5	Repetition Drill	<p>b. The teacher gave students the text of Sangkuriang a sentence.</p> <p>c. The teacher translated the text of Sangkuriang.</p>	Three
6	Teacher Silent	<p>a. The teacher gave students the text of Bird Park. There are questions below.</p> <p>b. Before answer the questions, the teacher gave some or keyword clue to students in order that they can answer the question.</p>	Three
7	Peer Correction	<p>d. The teacher gave question to student with special needs related to the material about simple present which the questions come from the material displayed on the whiteboard.</p> <p>e. The student with special needs could not answer the question given by the teacher.</p> <p>f. The teacher asked normal student to share their answer the question given by the teacher.</p> <p>g. The teacher asked student with special needs again with the same question.</p>	Three
Total observation			Five times

Researcher observed five times that the teacher used technique in teaching English. From 22 teaching techniques, the researcher found that the teacher used

7 teaching techniques in inclusive class at SMP Taman Siswa Curup, such as translation, reading comprehension question, reading aloud, question and answer exercise, repetition drill, teacher silent, and peer correction.

## **B. Discussion**

Based on explanation on the findings, the researcher describes the result of this research. The finding contains teaching techniques used by the teacher in teaching English in inclusive class, techniques were implemented in inclusive class and the problem of teacher in implementing techniques in inclusive class at SMP Taman Siswa Curup.

### **1. The teacher's problems before using the technique in inclusive class at SMP Taman Siswa Curup.**

To recognize about the answer of the third research question, the researcher used interview to obtain the data. Based on the finding as mention above, the researcher summarized that the teacher's problems in implementing techniques in inclusive class at SMP Taman Siswa Curup.

From the result of interview, the researcher summarized that the problems faced by the teacher in teaching English in inclusive class at SMP Tamans Siswa Curup were lack of interest, lack of concentration in the class, lack of repetition and frequent practice of students, lack of learner's motivation and discipline.

The first problem faced by the English teacher was lack of interest. According to Akram Inanlo Khajlo in his journal said that lack of interest is the



most students are not interested in learning the language and just think about passing the course, thus because they are interested, they do not listen to their teacher and do not learn anything, even if they learn something, they will forget it quickly.<sup>42</sup> From the argument above in this research the students were not fascinating in learn English. Then, when the teacher explained the materials, the students did not listen and the materials would be forgotten by the students quickly caused that problem. So, the teacher obtained this problem. It could be seen based on interview result; the students did not listen when the teacher explained the material.

The second problem faced by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup was lack of concentration in the class. According to Akram Inanlo Khajlo in his journal said that when students do not have the concentration cannot acquire the material. Concentration hangs on these factors: 1. Fatigue and insomnia 2. Neighborhood 3. Family problems. When all these factors are eliminated, the students can do his best to learn the language and gain a good score.<sup>43</sup> Based on argument above, it could be seen based on result of interview, it was because students do not have the motivation to learn, and when the teacher explained the materials, they do not understand. After that, students had a lot of material to learn in a day, so the students did not concentrate when the teacher explained the English subject in the class. Next, the students

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<sup>42</sup> Khajloo, "Problems in Teaching and Learning English for Students."

<sup>43</sup> Ibid., p. 57

had several doings outside the class. So, it could be concluded that the teacher obtained this problem. The last, the students had family business outside in the class. So, the teacher obtained this problem.

Lack of repetition and frequent practice of students was the third problem faced by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. Akram Inanlo Khajlo said that since students are not interest to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods or techniques which are from the experiences of teachers in order to motivate the students in learning English.<sup>44</sup> Based on the statement above, in this research the researcher summarized that the teacher obtained this problem. It could be seen based on result of interview. It was because there are many factors, one of which is a lot of other lessons that they have to remember, so they forgot the previous material. So, the teacher obtained this problem.

Lack of learner's motivation was the fourth problem faced by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning.<sup>45</sup> Based on the argument above, in this research the researcher summarized that the teacher obtained this problem. It could be seen based on

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<sup>44</sup> Ibid., p. 57

<sup>45</sup> M.F. Patel Praveen M. Jainp, English Language Teaching (Methods, Tools & Techniques), (Sunrise Publishers & Distributors, Jaipur, 2008) P. 41

result of interview. It was because the motivation to learn is lacking, and then encouragement from his parents is also lacking. Next, some students rarely did assignments and attend to the class. So, the teacher obtained this problem. After that, the teacher said that “I felt this problem, because some students rarely did assignments.

Discipline was the last problem faced by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. According to Larry M. Lynch said that discipline is Every culture has a different standard of discipline and consequence for bad behavior. Making it clear to my students right from the start what the rules of the classrooms were and consistently following through with punishments well as reward, made the student behavior in my classroom much better than it was outside of it.<sup>46</sup> Based on the argument above, in this research the researcher summarized that the teacher obtained this problem. It could be seen based on result of interview. It was because there are students who did not obey the rules in the class, one of which is the dress code. So, the teacher obtained this problem.

From explanation above, the teacher had five problems in teaching English in inclusive class; they were lack of interest, lack of concentration in the class, lack of repetition and frequent practice students, lack of learner's motivation and discipline. Besides that, lack of learner's motivation was one of

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<sup>46</sup> Larry M. Lynch, Three critical problem in English Language Teaching and Learning, (Colombia, University Professor in Cali. 2008)

problem that always faced by the teacher in teaching English in inclusive class, the second was lack of concentration in the class and the last lack of interest, lack of repetition and frequent practice of students and discipline.

## **2. The implementation of the techniques in teaching English in inclusive class at SMP Taman Siswa Curup**

To find out about the implementation of the techniques in teaching English in inclusive class at SMP Taman Siswa Curup, the researcher used observation checklist too. The researcher found seven techniques implemented in teaching English in inclusive class at SMP Taman Siswa Curup, the techniques were translation of literary passage, reading comprehension question, reading aloud, question and answer exercise, repetition drill, teacher silent, and peer correction.

The first the implementation of technique used by the teacher was translation of a literary passage. The implementation of this technique, the teacher gave students a text. Then, the teacher asked students to read and translate the given text word by word. According to Davies, teacher should provide various opportunities for pupils who need help. Some of these are: “using text that pupils can read and understand; using visual and written materials in different formats; including large print, symbol text and Braille; and

using ICT. Other technological aids and taped materials.”<sup>47</sup> So, from the theory of Davies said that this technique is suitable for teaching translation of a literary passage in inclusive class.

The second the implementation of technique used by the teacher was reading comprehension question. The teacher gave students a text. There are questions below where the teacher asked students to answer all questions based on their understanding of the reading passage. Freeman said that the implementation of reading comprehension questions is students answer questions in the target language based on their understanding of the reading passage.<sup>48</sup> So, this technique is suitable use by the teacher in teaching English in inclusive class.

Reading aloud was the third the implementation of technique used by the teacher. The teacher implemented the reading aloud three classes. Also, the teacher always applies this technique when the teacher teaches English in inclusive class. The first, the teacher notified the students that they will read aloud the text. Before the teacher asked students read the text, the teacher read the text aloud and little by little to give an example of how to read correctly.

Kassie Shifere Bishaw said that when teaching in the classroom, teacher should read everything that is written on the blackboard aloud and slowly. Then, trying to speak while facing the children (not away from them) because children with visual impairment greatly depend on their hearing to receive information, and they need to hear you clearly.<sup>49</sup>

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<sup>47</sup> Rima Dewi Puspitasari, “An Analysis of Teacher’s Strategies in Teaching English at Inclusive Classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019” (2019). Hal.45

<sup>48</sup> Larsen-freeman, *Techniques and Principles in Language Teaching*. 2000. P. 30

<sup>49</sup> Ibid., p. 53

So, it could be concluded that this technique is appropriate use by the teacher in teaching English in inclusive class.

The fourth the implementation of technique used by the teacher was question and answer exercise. The researcher found that the teacher used question and answer exercise in teaching English, the teacher gave several questions to students related to the material which the questions come from the material displayed on the whiteboard. Then, the students are asked to answer questions. After that, in teaching and learning process when the teacher applied this technique, the situation of classroom appeared active and happy. It is supported by the statement of Julie N. Causton-Theoharis said that “the best way to learn about a student’s needs is to ask the students and asking students how they would like educators to support them communicates respect and value for their choices.”<sup>50</sup> So, this technique is suitable use by the teacher in teaching English in inclusive class.

The fifth the implementation of technique used by the teacher was repetition drill. The implementation of this technique is the teacher read the given text to students. The teacher read the little by little’s text and students are asked to repeat what the teacher reads. It is supported by the statement of Senel said that repetition drill is very useful in teaching pronunciation because it can create correct and accurate pronunciation. It means that repetition drill of

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<sup>50</sup> Lindsay Holliday, “Effective Co-Teaching Within the Inclusive Classroom .,” 2011, p. 8.

technique is really good in teaching pronunciation for hearing-impaired students.<sup>51</sup> Additionally, Freeman said that the more often something is repeated, the stronger the habit and the greater the learning. So, from some theories above, the researcher summarized that this technique is suitable use by the teacher in teaching English in inclusive class.

The sixth the implementation of technique used by the teacher was teacher silent. The teacher read the given text and several questions below to students, and the teacher gave some clues to students in order that the students can answer the questions. Next, the teacher gave keyword so that the students can easily find answers.

Tyagi mentions some teacher's role in teaching students with special needs in inclusive class namely:

- 1) Identifying students with special needs in class.
- 2) Referring disability students identified to experts for further examination.
- 3) Provide improvement instruction to students who need them.
- 4) Accepting students with special needs.
- 5) Developing and applying positive attitudes between normal students and students with special needs.
- 6) Saving disabled students to a more comfortable place.
- 7) Overcoming architectural obstacles wherever possible so that students with special needs move independently.
- 8) Involving students with special needs in almost all activities in the class.
- 9) Making appropriate adaptations in curriculum transactions so that students with learning disabilities are according to their abilities.
- 10) Preparation of teaching aids / adaptation of teaching aids that will help students with learning disabilities.
- 11) Guidance and counseling for parents and community awareness programs through school activities.

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<sup>51</sup> Hadi, Wahyuni, and Sulistyawati, "Teacher's Strategies in Teaching English for the Hearing-Impaired Students."

- 12) Working closely with medical and physiological teams, social work, parents and teacher specifically.
- 13) Construction of achievements and diagnostic tools.
- 14) Adaptation in an evaluation for students with special needs.<sup>52</sup>

From the theory above, the researcher summarized that technique of teacher silent is suitable use by the teacher in teaching English in inclusive class.

Peer correction was the last the implementation of technique used by the teacher. The teacher gave question to student, but the students could not answer the question. Then, the teacher asked other students to share their answer the question given by the teacher. It is supported by the statement by Abery & Harutyunyan said that the teacher worked together with other students for the sake of helping those with special needs have their learning needs fulfilled.<sup>53</sup> From the statement above, the researcher concluded that technique of peer correction is suitable use by the teacher in teaching English in inclusive class.

From description above, seven techniques were applied by the English teacher in teaching and learning process. The teacher has good enough implementation of their technique and the teacher used the indicators like an expert said in the theory. In teaching and learning process, the teacher applied the technique in dissimilar way but they still used the indicators of each strategy in learning process.

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<sup>52</sup> Gunjan Tyagi, "Role of Teacher in Inclusive Education," *International Journal of Education and Applied Research* 6, no. 1 (2016): 115–16, <https://pdfs.semanticscholar.org/b4a0/5cdd27580bc99f94d3587f7efd85933ed7f8.pdf>.

<sup>53</sup> Hidayah and Morganna, "Fulfilling the Needs of Diverse Students: Teaching Strategies for Efl Inclusive Classrooms."



### **3. The teacher's techniques in teaching English toward students in inclusive class at SMP Taman Siswa Curup**

By observing directly of the teacher, the researcher absolutely collected the data required, the teacher's techniques in teaching English toward students in inclusive class. The researcher found seven techniques used by the teacher, the techniques were translation of literary passage, reading comprehension question, reading aloud, question and answer exercise, repetition drill, teacher silent, and peer correction.

The first the techniques used by the English teacher in teaching English in inclusive class at SMP Taman Siswa Curup is translation of literary passage. According to Freeman said that translation of literary passage is students translate a reading passage from the target language into their inborn language word by word. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.<sup>54</sup> Furthermore, Rosa said that translation as process of rewriting a text in another different language.<sup>55</sup> So, it could be summarized that the teacher used this technique in inclusive class to create the students understand the text and the meaning of the text given by the teacher.

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<sup>54</sup>Larsen-freeman, *Techniques and Principles in Language Teaching*.

<sup>55</sup>I W R Rm and R N Rosa, "Translation Techniques Used by English Department Students of Universitas Negeri Padang in Translating a Narrative Text," *E-Journal English Language and Literature* 9, no. 1 (2020): 1–8, <http://103.216.87.80/index.php/ell/article/view/107968>.

Reading comprehension question technique was the second technique used by the teaching in teaching English in inclusive class at SMP Taman Siswa Curup. According to Freeman said that students answer question based in the target language on their comprehension of the reading passage.<sup>56</sup> Based on Freeman's theory the researcher concluded that the teacher used this technique in inclusive class to create students understand the text and be able to answer questions using critical thinking.

The third technique was reading aloud. This technique always used by the teacher in learning process in inclusive class. It made the students read aloud improving pronunciation skills. According to Sri Utari and Subyakto Nababan said that several of the advantages of reading aloud technique are training the students read texts quickly. Then, make the students understand the text without wasting too much time into the background of the reading. Next, reading aloud support students' pronunciation skill.<sup>57</sup> Dhaif stated that reading aloud to learners at the early stage would therefore restore that integrity and present larger semantic units which would lead to better understanding.<sup>58</sup> Reading aloud is a very important technique for teaching students, and they will better comprehend. Based on theory above, it could be summarized that the teacher used this technique in inclusive class to create the students good in skill of reading and

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<sup>56</sup> Diane Larsen-Freeman, op, cit. p. 19

<sup>57</sup> Sri Utari dan Subyakto Nababan. Metodologi Pengajaran Bahasa. (Jakarta: PT Gramedia Pustaka Utama, 1993). P. 167

<sup>58</sup> Dhaif, "READING ALOUD FOR COMPREHENSION: A Neglected Teaching Aid."

pronunciation skills. So, this technique was simple and good manner for the teacher in order to progress aptitude of the students in reading skill.

The fourth technique was question and answer exercise. According to Freeman stated that question and answer exercise are an activity where the students are given some questions and answer in full sentence which contain some grammatical structures. They have opportunity to ask questions as well as answer them.<sup>59</sup> Cotton said that question is any sentences which has an interrogative form or function. It focuses on the relationship between teacher's classroom questioning behaviors and a variety of student outcomes. In teaching-learning English activity when the technique she was applied questions and answer exercise, the class seemed alive and the students were cheered.<sup>60</sup> Based on some theories above, the researcher summarized that the teacher used this technique in inclusive class to create the students active and excited to participate in the learning process.

The fifth technique was repetition drill. Baker and Westrup said that in repetition drill, students repeat language the teacher has presented as accurately as possible.<sup>61</sup> Furthermore, based on Freeman said that repetition drill is students are asked to repeat language the teacher has presented as correctly and as possible.<sup>62</sup> Based on description above, the teacher used this technique in

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<sup>59</sup> Diane Larsen-Freeman, op, cit. P.30

<sup>60</sup> Freeman, "Techniques and Principles in Language Teaching."

<sup>61</sup> Ibid., p. 66

<sup>62</sup> Diane Larsen-Freeman, op, cit. p. 48

inclusive class to supports students increase their language skill. Then, this technique is used to students' reading skill.

The sixth technique was teacher silent used by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. Freeman said that teacher silent is the teacher gives just as much help as is necessary and then is silent.<sup>63</sup> Based on the statement above, the teacher used this technique in inclusive class to create students understand and easy to answer question.

Peer correction was the last technique used by the teacher in teaching English in inclusive class at SMP Taman Siswa Curup. Freeman said that peer correction is students are encouraged to help another student when he or she is experiencing difficult. it is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.<sup>64</sup> So, it could be concluded that the teacher used this technique in inclusive class to create it easier for students who have difficulties, other students could help them, so that students could easily understand the material.

From the resulting above, the teacher used seven techniques when explained the material in inclusive class, they were translation of literary passage, reading comprehension question, reading aloud, question and answer exercise, repetition drill, teacher silent and peer correction. Besides that, reading aloud and question and answer exercise were one of technique that the teacher

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<sup>63</sup> Ibid., p. 68

<sup>64</sup> Ibid., p. 68

always used when their teach, the second was translation of a literary passage and the last were reading comprehend question, repetition drill, teacher silent and peer correction.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the acquired data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

#### **A. Conclusion**

Based on the result and discussion in chapter IV before, the researcher took some conclusions. The teacher got 5 problems before using the technique when the teacher teaches English in inclusive class at SMP Taman Siswa Curup, they are lack of interest, lack of concentration in the class, lack of repetition and frequent practice of students, lack of learner's motivation and discipline. Next, the teacher implemented some techniques in teaching English in inclusive class. The students are asked to read and translated the given text. Also, students are asked to repeat what the teacher has been read and the answer the given question by the teacher. The last, the teacher used variation technique in teaching English in inclusive class at SMP Taman Siswa Curup. They are translation of literally passage, reading comprehension questions, reading aloud, question and answer exercise, repetition drill, teacher silent and peer correction.

## **B. Suggestion**

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

### 1. The college

This research can be reference for the teacher in choosing good technique in teaching English in inclusive class. Besides that, the possible problem that will get in teaching English. It also should be known about students.

### 2. The teacher

Teaching English in inclusive class is not an easy way. In making students understand learn English, the teacher should much more collect and consider some techniques of teaching moreover gathering it all for students in appropriate level. Keep enthusiastic in upgrading future generation.

### 3. For researcher

The researcher hopes this research can be better and could become motivated to other research to investigate this research deeply.

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**Table 3.1.2**  
**Observation Checklist and Field Notes**

**Teaching techniques and their implementation in Inclusive Class**

No	Name of techniques	Indicators	Items as regards classroom activities	Yes	No	Notes
1	Translation of literally passage	With translation of a literary passage, the teacher will make students understand well how to translate the sentences from their language to English	1. The teacher assigns students to translate the given text to see their English competence.			
2	Reading comprehension questions	With reading comprehension, students will answer questions given by the teacher in the target language well based on their comprehension of the reading part.	1. The teacher asks students to answer questions in English based on their comprehension of reading passages.			
3	Memorization	With memorization, students are led to memorizing English	1. The teacher gives students several lists of English			

		vocabularies and learning some morphemic rules of those vocabularies.	vocabularies.			
			2. The teacher asks students to memorize the given English vocabularies			
			3. The teacher teaches students some morphemic rules related to the given English vocabularies.			
4	Reading aloud	With reading aloud, the teacher gives instruction to students to read English texts out loud.	1. The teacher asks students to read the given English texts aloud.			
5	Question and answer exercise	With question and answer exercise, students are conditioned to answer English questions containing important grammatical structures and new words. In such a way, they practice	1. Students are assigned to answer English questions which contain some important grammatical structures and new words so that they			

		grammar and new words at the same time.	practice grammar and new words at the same time.			
6	Dictation	Students listen to what is read by the teacher, and they write what they listened to on their notebooks.	1. The teacher reads aloud an English text, and then the students are instructed to write down what the teacher reads.			
7	Dialog memorization	Students can make English conversations by means of memorizing dialogues and taking the roles in the dialogues.	1. The teacher asks students to read English dialogues.			
			2. The teacher asks students to memorize English dialogues.			
			3. The teacher asks students to act out English dialogues.			
8	Repetition drill	Students listen well to repeat English	1. Students are asked to			

		sentences the teacher has presented as accurately as possible.	repeat English sentences the teacher has presented as correctly as possible.			
9	Teacher silent	Students will understand well the clues given by the teacher to answer some questions.	1. The teacher gives some clues to students in order that they can answer the questions the teacher gave.			
10	Peer correction	Students will build the attitude of working together to help another student when he or she is experiencing difficulty. In such a way, students who have problems in learning can find it easier to understand the materials.	1. The teacher asks students to assist another student when he or she is experiencing problems during learning.			
11	Classroom set-up	Comfortable classroom set-up will lead Students to following	1. The teacher creates a bright and cheerful classroom environment			

		learning processes well. As a results, they will find it easier to get the points of materials explained by the teacher.			
12	Role play	The teacher gives instruction to students to play a role to be someone else.	1. Students are instructed to freely act out a certain given role in order to train using English.		
13	Positive suggestion	With positive suggestions made by the teacher, students can overcome their problems in learning.	1. The teacher makes suggestions about the solutions to overcoming students' learning problems.		
14	Transcription	Students can practice more through learning English conversations, and students will acquire new vocabularies based on the conversations.	1. Students are asked to practice through learning English conversations .		



15	Reflection in experience	The teacher gives instruction to students to describe on how they feel about English learning they experience, and students can express their opinions about their engagement in English learning.	1. Students are asked to describe how they feel about English learning they experience.			
			2. Students are asked to express their opinions about their engagement in English learning.			
16	Using commands	Students do some activities based on the command given by the teacher so that students' learning is meaningful.	1. The teacher commands students to do some activities in order that they learn meaningfully.			
17	Role reversal	Students can express the teacher's command in the class.	1. The teacher asks students to express the teacher's command in the class.			
18	Action	Students listen well to what is commanded by	1. The teacher gives			

	sequence	the teacher, and students interact when the teacher commands something.	commands to students, and then the students listen to what is commanded by the teacher.			
19	Authentic material	Students can find it easier to comprehend the authentic material.	1. The teacher provides an authentic material to make students understand the lesson well.			
20	Scrambled sentences	The teacher gives instruction to students to arrange English sentences, and students can arrange English sentences well to construct a readable text.	1. Students are asked to arrange English sentences well.			
21	Language games	With language games, students can get new vocabularies	1. The teacher decides to use language games in English teaching and learning processes.			

22	Picture strip story	Students can guess the given pictures well	1. The teacher gives students some clues in the form of pictures, and students are then asked to guess the pictures.			
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**Table 3.3**  
**Interview Guidance**  
**Problems in Teaching English in Inclusive Class**

<b>No</b>	<b>Problems in teaching</b>	<b>Indicators</b>	<b>Questions</b>
1	Lack of interest	1. Students do not notice the materials given by the teacher.	1. Do all students listen to you when you present the material in the class? 2. Are there any students who do not pay attention to you when you are explaining the material? 3. What do you think of the probable causes so that a few students do not pay attention to you?
		2. Students do not participate in teaching-learning processes	1. Do all students actively participate in your class? 2. Do you find any students who do not participate in teaching-learning processes? 3. What do you think of the probable causes so that a few students do not actively participate in teaching-learning processes?
2	Lack of concentration in the class	1. Students do not understand the materials presented by the teacher.	1. How do you perceive about students' understanding of the materials which you present in the class? 2. Do you find any students who do not understand the materials which you present in the class? 3. What do you consider as causes that make students find it difficult to understand the given material?
		2. Students are not active and do not pose	1. How are your students' critical thinking skills in the class? 2. Do you find any students who are not

		<p>their own questions to teacher.</p>	<p>active and rarely ask you some questions pertinent to the material you provide?</p> <p>3. What do you think of probable causes that make students inactive in the class?</p>
		<p>3. When the teacher gives materials, the class condition is uncontrollable</p>	<p>1. Do you find it difficult to control the class condition when you present materials?</p> <p>2. How do you control the class condition when you present materials?</p> <p>3. What are the problems that you find in respect of controlling the class condition when you present materials?</p>
3	Lack of repetition and frequent practice of students	<p>1. Students do not know the previous materials asked by the teacher because they experience lack of repetitions and practices.</p>	<p>1. Do you always review the previous materials in the class?</p> <p>2. How are students' responses to your review?</p> <p>3. Do you find any students who do not understand the previous materials?</p> <p>4. What do you think of the causes making your students have no understanding of the previous materials?</p>
		<p>2. Students do not understand when the teacher reviews the previous materials.</p>	<p>1. What do you think of students' reactions after you review the previous materials?</p> <p>2. Do you find that the students have no idea to go along with your review?</p> <p>3. What do you perceive as the causes making your students find it difficult to acquire the information which you provide when you review the previous materials?</p>
4	Lack of learners' motivation	<p>1. Students rarely do the tasks given by the teacher.</p>	<p>1. Do you always give an assignment or homework to students?</p> <p>2. How do students respond to the given assignment or homework?</p> <p>3. Are there any students who rarely do the</p>

			<p>given assignment?</p> <p>4. What do you perceive as the causes making students rarely complete their assignment?</p>
		2. Students seldom attend the class	<p>1. Do all students consistently attend the class?</p> <p>2. What do you think of students' active presence in the class?</p> <p>3. Are there any students who are often absent in the class?</p> <p>4. What do you perceive as the causes making students seldom attend the class?</p>
		3. Students never participate in the class.	<p>1. How is the students' participation in the class?</p> <p>2. Do you find any students who do not properly participate in the class?</p> <p>3. What do you perceive as the possible causes making some students not participate actively in the class?</p>
5	Insufficient time, resource and materials	1. The teacher cannot finish the material delivery based on the expected time set at school.	<p>1. How do you perceive about the adequacy of learning time allocation set at school?</p> <p>2. Do you find some obstacles to complete the delivery of the planned materials based on the time allocated by the school?</p> <p>3. What do you perceive as the effective time allocation to be set at school?</p>
		2. The teacher finds it difficult to get good references for teaching processes	<p>1. Do you have good references for teaching?</p> <p>2. What are the references you use for teaching?</p> <p>3. Do you find it difficult to find references for teaching?</p>
		3. The teacher does not have adequate	<p>1. Do you have adequate access to the search for teaching materials?</p> <p>2. What are the modes that you usually use</p>

		access to the search of materials.	to access teaching materials? 3. Do you find it difficult to access teaching materials?
6	Discipline	1. Students are not consistent in the class, and they do not obey the rules given by the teacher.	1. What do you perceive about students' compliance in your class? 2. Are there any students who do not obey the rules set in your class?
7	Students are defiant, rowdy or distracting other.	1. Students are not serious in following in teaching-learning processes.	1. What do you perceive about students' seriousness in the class? 2. Are there any students who are not serious to learn in your class?
		2. The class is noisy and loses control of the teacher.	1. How do you perceive about the ideal comfort of your class situation? 2. Do you find that your class is noisy? 3. Do you often find that your class loses control? 4. How do you create a comfortable learning atmosphere? 5. How do you control your class situation?
		3. Students have bad attitudes towards the teacher in the class.	1. What do you perceive about students' attitudes towards you as the teacher in the class? 2. Are there any students who have negative attitudes towards you in your class? 3. How do you deal with the students who have negative attitudes towards you?

### **Catatan Validator**

1. Secara konten, panduan observasi dan wawancara sudah valid. Bagaimanapun juga, aspek kebahasaan dari blueprints dan instruments awalnya masih ada yang kurang efektif.
2. Validator selanjutnya membantu membersihkan kekeliruan tutur tulis dari blueprints dan instruments.
3. Semua bagian yang validator modifikasi diwarnai biru.
4. Berdasarkan pertimbangan validator, Sekarang instrument ini sudah valid dan sudah bisa digunakan sebagai alat pengambilan data.

Curup, 04-01-2021

Validator

Ruly Morganna, M. Pd.



## Interview Transcript

Researcher: Assalamualaikum Wr. Wb

Respondent: Walaikumsalam Wr. Wb

Researcher: Perkenalkan nama saya Siti Masitoh dari IAIN Curup. Ehmm..terima kasih ehmm...kepada mam bersedia di interview untuk penelitian saya yang berjudul Teacher's Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup. Dan sebelumnya saya terima kasih juga untuk hadir hari ini dan minta maaf telah mengganggu waktunya mam.

Respondent: Iya gak masalah

Researcher: Oke langsung masuk ke pertanyaan ya mam

Respondent: Iya

Researcher: Pertanyaan pertama apakah semua siswa mendengarkan anda ehmm.. apakah semua siswa mendengarkan mam saat mam mempresentasikan materi dikelas?

Respondent: Ehmmm... tidak semua siswa mendengarkan ada beberapa itu yang ehmmm...tidak mendengarkan.

Researcher: Ehmm... terus apakah ada siswa yang tidak memperhatikan mam saat mam menjelaskan materi?

Respondent: Ehm... iya ada kalau untuk kelas 7 itu ada 1 orang yang biasanya tidak mendengarkan.

Researcher: Terus apa pendapat mam tentang kemungkinan penyebab sehingga beberapa siswa tidak memperhatikan mam?

Respondent: Ehmm.. mungkin ehmm...banyak penyebabnya salah satunya itu kami mendengar anak kan ehmm... sebenarnya anak ABK atau anak berkebutuhan khusus. Ehmm.. mungkin seharusnya punya apa yah eh.. metode tersendiri begitu untuk mengajar anak ini, tapi karena kita dari eh.. umum itu yah kita secara klasikal aja mengajar anak-anak seperti itu. Kita belum pernah ikut pelatihan untuk anak-anak inklusi dan sebagainya.

Researcher: Jadi mam menggunakan metode atau cara mengajarnya itu eh ... kayak seperti disekolah umum?

Respondent: Iya karena Ketika kita suruh anak ini eh.. mengerjakan tugas tidak dikerjakan kita eh... berbicara gak dijawab cumin tersenyum-senyum saja. Siti bisa juga liat kan dikelas itu seperti kelas 7 itu atas nama wahyu itu. Nah bisa liat sendiri apa kondisinya seperti itu.

Researcher: Oke terus apakah semua siswa berpartisipasi secara aktif dikelas mam?

Respondent: Ehmm... kalau untuk semua itu tidak seperti yang tadi wahyu ini kan dia kan sibuk dengan dunianya sendiri. kalau yang lain itu alhamdulillah berpartisipasi.

Researcher: Terus apakah mam menemukan siswa yang tidak berpartisipasi dalam proses belajar mengajar?

Respondent: Iya ada tidak berpartisipasi yang tadi yang wahyu.

Researcher: Terus apa pendapat mam tentang kemungkinan penyebab sehingga beberapa siswa tidak berpartisipasi aktif dalam proses pembelajaran?

Respondent: ehmm... kemungkinan ehmm... tadi juga apa kurang dalam belajar juga anak ini kan berkebutuhan khusus. Ehmm... Ketika saya tanya dengan wali kelasnya tentang kondisi anak ini katanya ehmm... anak ini sering apa itu eh...ngamen menjadi manusia silver itu di lampu merah ada juga ehmm.. yah pikirannya itu kayaknya gak ke ini gak ke belajar seperti itu. Mungkin karna sudah bisa mendapatkan uang. Tadi kan dengar sendiri ehmm.. kalau uang nyambung.

Researcher: Terus bagaimana mam memandang tentang pemahaman siswa tentang materi yang mam sajikan dikelas?

Respondent: Ehmm... untuk sebagian siswa alhamdulillah itu paham dan mengerti dengan yang saya sampaikan. Tapi ehmm... ada juga yang apa yang mungkin kurang paham ini bisa dibuktikan dengan ketika saya memberikan latihan itu ada anak yang alhamdulillah nilainya bagus kemudian ada yang menengah.

Researcher: Terus apakah mam menemukan siswa yang tidak memahami materi yang mam sajikan dikelas?

Respondent: Iya ada, yang seperti ini tadi wahyu.

Researcher: Terus apa yang mam anggap sebagai penyebab yang membuat siswa kesulitan untuk memahami materi yang diberikan?

Respondent: Ehmm... mungkin siswa ini tidak paham dan tidak mengerti dengan yang saya sampaikan, karena tadi mungkin kondisinya yah tidak mempunyai motivasi untuk belajar yang sebenarnya ehmm... yang berkebutuhan khusus tadi.

Researcher: Terus bagaimana keterampilan berpikir kritis siswa mam dikelas?

Respondent: Ehmm... dikelas alhamdulillah baik keterampilan berpikir kritis siswa itu sebagian siswa.

Researcher: Terus apakah mam menemukan siswa yang tidak aktif dan jarang mengajukan pertanyaan kepada mam terkait dengan materi yang mam berikan?

Respondent: Iya ada tadi yang siswa wahyu tadi yah.

Researcher: Terus apa pendapat mam tentang kemungkinan penyebab yang membuat siswa tidak aktif dikelas?

Respondent: Ehmm... tidak aktif dikelas yah tadi banyak alasannya kan ini tadi sepertinya pertanyaan agak sama dengan nomor 9, nomor 6 juga dan 3 yah. Ehmm.. agak kurang aktif dikelas mungkin karena tidak mengerti, kemudian motivasi belajarnya kurang ehmm... apa yah... yah saya juga sebagai gurunya itu ehmm... belum ikut pelatihan untuk anak-anak inklusi.

Researcher: Terus apakah mam merasa kesulitan untuk mengontrol kondisi kelas saat mam menyampaikan materi?

Respondent: Ehmm... tidak, alhamdulillah untuk mengontrol kondisi kelas itu ehmm... bisa saya atasi. ehmm... cuman saya mengalami kesulitan Ketika ehmm.. saya memberikan tugas untuk anak-anak kemudian ehmm... tugasnya suruh bawa pulang. Ehmm... ketika saya meminta kembali seperti anak ini tadi wahyu ehmm... arles dan sebagainya itu mereka tidak mengumpulkan dengan alasan lupa, kertasnya udah hilang dan sebagainya seperti itu.

Researcher: Terus bagaimana mam mengontrol kondisi kelas saat mam mempresentasikan materi?

Respondent: Ehmm... pertama saya lihat kondisi kelasnya, kalau ada anak yang ngobrol atau tidak fokus saya tegur. Dan jika kondisinya sudah bagus baru saya menjelaskan materinya.

Researcher: Terus apa masalah yang mam temukan sehubungan dengan pengendalian kondisi kelas saat mam mempresentasikan materi?

Respondent: Ehmm... kalau untuk itu saya rasa tidak ada masalahnya. Ehmm... bisa berjalan dengan baik.

Researcher: Terus apakah mam selalu mereview materi sebelumnya dikelas?

Respondent: Ehmm... tidak selalu, karena sekarang ini kan di masa covid jam pembelajaran kita itu sudah sangat dibatasi sekali. Kalau kemaren waktu ehmm... sebelum covid waktu kita itu kan 40 menit 1 jam yah. kalau sekarang itu 40 menit itu eh... 1 jam itu 20 menit. Jadi waktunya sangat singkat sehingga ehmm... saya itu tidak punya waktu untuk mereview pelajaran yang sebelumnya seperti apa yah.. dikejar-kejar waktu untuk mencapai target materi yang begitu banyak.

Researcher: Terus bagaimana tanggapan siswa terhadap ulasan mam?

Respondent: Ehmm.. tidak, karena ehmm... saya tidak mereview. Tetapi kadang-kadang ehmm.. Ketika pelajarannya itu berkaitan yang pelajaran sekarang, nah saya mereview kembali ehmm... anak-anak itu kadang ketika ditanya lupa seperti itu ehmm... hanya nyengir-nyengir saja. tapi ada juga yang apa ehmm... Ketika saya mereview dia langsung membuka buku catatannya kembali seperti itu ada juga kan antusias yang mau mengingat kembali.

Researcher: Terus apakah mam menemukan siswa yang tidak memahami materi sebelumnya?

Respondent: Iya ada.

Researcher: Terus menurut mam apa penyebab yang membuat siswa mam tidak memahami materi sebelumnya?

Respondent: Ehmm... mungkin itu tadi ehmm... apa sih wahyu ini juga kan kalau saya tanya-tanya guru lain itu seperti guru bahasa indonesia misalnya. Ehmm... dia juga seperti itu tidak respon untuk belajar mungkin tadi ehmm... karena kurangnya motivasi dan sebagainya, dan otaknya mungkin juga sudah ke uang itu tadi kan. Jadi ehmm... yang guru bahasa indonesia saja katanya bahasa indonesia saja gak paham dan gak nyambung apalagi pelajaran saya bahasa inggris.

Researcher: Terus apa pendapat mam tentang reaksi siswa setelah mam mereview materi sebelumnya?

Respondent: Ehmm... reaksi mereka alhamdulillah bagus dan anak yang tadi tidak paham menjadi paham.

Researcher: Terus apakah mam menemukan bahwa siswa bingung untuk mengikuti ulasan mam?

Respondent: iya kadang-kadang ada yang bingung anak-anak itu kan. Ehmm... apalagi ehmm... ketika belajar bahasa inggris mereka tidak membawa kamus ehmm.. mereka bingung ini mau diapakan dan sebagainya karena mereka tidak mengerti.

Researcher: Terus apa yang mam anggap sebagai penyebab sehingga siswa merasa kesulitan untuk memperoleh informasi yang mam berikan saat mereview materi sebelumnya?

Respondent: Ehmm... itu sama mungkin jawabannya dengan nomor 19 tadi.

Researcher: Jadi gimana mam?

Respondent: Ehmm... anak-anak sulit memperoleh informasi itu yah. saat mereview tadi ehmm... karena mungkin anak-anak itu Ketika kita mengajarkan yang sekarang kita tanya lagi besok atau minggu depan ehmm... mereka ehmm... biasanya sudah lupa, karena mungkin yah banyak faktor juga ehmm... banyak pelajaran yang lain juga mungkin harus mereka ingat kemudian belum lagi faktor-faktor yang lain.

Researcher: Oke lanjut, apakah mam selalu memberikan tugas atau pekerjaan rumah kepada siswa?

Respondent: Ehmm... tidak selalu tapi sering biasanya kami itu memberikan tugas untuk anak-anak untuk dibawa kerumah karena keterbatasan waktu ehmm... pembelajaran masa covid.

Researcher: Terus bagaimana siswa menanggapi tugas atau pekerjaan rumah yang mam diberikan?

Respondent: Ehmm... sebagian itu alhamdulillah ada yang antusias bersemangat untuk ehmm... mengerjakan, tapi yang lain ada biasa-biasa saja kemudian ada juga yang mengeluh ehmm... namanya juga anak-anak kan seperti itu.

Researcher: Terus apakah ada siswa yang jarang mengerjakan tugas yang mam berikan?

Respondent: Ada yang seperti saya bilang tadi saya kasih ehmm... apa tugas tidak dikumpulkan ehmm... saya suruh mengerjakan hanya tersenyum-senyum saja.

Researcher: Terus apa yang mam anggap sebagai penyebab membuat siswa jarang menyelesaikan tugasnya?

Respondent: Ehmm... kemungkinan anak ini kalau seperti wahyu ini ehmm... tidak paham materi karena ehmm... kayaknya siswa ini motivasinya sangat kurang sekali untuk belajarnya. Kemudian juga mungkin dorongan dari orang tuanya juga ehmm... kurang, karena anak itu katanya disuruh sama orang tuanya ehmm... apa untuk menjadi manusia silver.

Researcher: Terus apakah semua siswa secara konsisten memperhatikan mam?

Respondent: Ehmm... tidak semua konsisten.

Researcher: Jadi gimana mam kalau ada siswa yang tidak konsisten bagaimana cara mengatasinya?

Respondent: Ehmm... saya tegur ehmm... saya tegur untuk mengikuti ehmm... proses pembelajaran. Kemudian ehmm... saya dekati ehmm... tempat duduknya tapi yah Namanya tadi ehmm... anak berkebutuhan khusus dia hanya bersenyum-senyum saja.

Researcher: Terus apa pendapat mam tentang kehadiran aktif siswa dikelas?

Respondent: Ehmm... kehadiran aktif itu ehmm... sebagian ada juga yang sering tidak masuk, ehmm... yang lain alhamdulillah masuk.

Researcher: Terus apakah ada siswa yang sering absen dikelas?

Respondent: Ehmm... ada seperti ini tadi ehmm... anak berkebutuhan khusus ini tadi sering tidak masuk juga, ada pernah sakit saya dengar itu kan katanya mungkin efek dari apa itu cat putih tadi yang disiramkan ke tubuhnya itu katanya.

Researcher: Terus menurut mam, apa yang menyebabkan siswa jarang menghadiri kelas?

Respondent: Ehmm... kemungkinan mereka ini ehmm... orientasi untuk ke masa depannya itu belum terbuka itu yah belum terbuka luas. Jadi, semangat belajar nya tidak ada.

Researcher: Terus bagaimana partisipasi siswa dikelas?

Respondent: Ehmm... partisipasi siswa itu alhamdulillah kalau secara klasikalnya ketika saya menjanjikan nilai tambahan dan sebagainya ehmm... anak-anak itu berlomba-lomba untuk mendapatkan nilai tambahan.

Researcher: Terus apakah mam menemukan siswa yang tidak berpartisipasi dengan benar dikelas?

Respondent: iya ada seperti yang ini tadi anak yang berkebutuhan khusus.

Researcher: Terus apa yang mam anggap sebagai kemungkinan penyebab yang membuat beberapa siswa tidak berperan serta secara aktif didalam kelas?

Respondent: Ehmm... mungkin sama pertanyaan yang itu tadi yah ehmmm..

Researcher: Ehmm... ulangi lagi apa yang mam anggap sebagai kemungkinan penyebab yang membuat beberapa siswa tidak berperan serta secara aktif didalam kelas?

Respondent: Penyebab itu tadi seperti berulang-ulang ehmm... yah mungkin motivasi belajarnya kurang, kemudian ehmm... dorongan dari orang tua juga, faktor lingkungan

juga mungkin, anak ini bergabung dengan ehmm... anak tidak sekolah seperti itu membuat ehmm... motivasi belajarnya kurang.

Researcher: Terus bagaimana pendapat mam tentang kecukupan alokasi waktu pembelajaran yang ditetapkan disekolah?

Respondent: Ehmm... untuk alokasi waktu sebelum covid itu sebenarnya sudah mencukupi untuk pembelajaran dikelas, tapi untuk ehmm... masa covid ini saya merasa waktunya itu sangat kurang, karena ehmm... apa materinya banyak kemudian juga kadang-kadang ehmm... guru itu harus menanamkan apa itu karakter yah kepada anak-anak. Nah itu juga sudah menyita waktu beberapa menit.

Researcher: Terus apakah mam menemukan beberapa pantangan untuk menyelesaikan penyampaian materi yang direncanakan berdasarkan waktu yang dialokasikan oleh sekolah?

Respondent: Ehmm... iya karena kadang kita dengan materi itu ehmm... agak kejar tayang jadi kita kebut kemudian ehmm... mungkin untuk kenakalan anak-anak itu biasanya ehmm... kita agak panjang untuk memberikan nasehat, nah untuk sementara itu kadang agak di persingkat.

Researcher: Terus apa yang mam anggap sebagai alokasi waktu efektif untuk ditetapkan disekolah?

Respondent: Ehmm... Untuk waktu yang efektif itu sebenarnya yah itu 40 menit untuk 1 jam pelajaran seperti masa-masa sebelum covid.

Researcher: Terus apakah mam memiliki referensi yang bagus untuk mengajar?

Respondent: Iya ada.

Researcher: Terus referensi apa yang mam gunakan?

Respondent: Ehmm... kadang-kadang saya menggunakan ehmm... video-video pembelajaran ehmm... apalagi kemaren kan ehmm... semenjak covid ini dituntut untuk apa mengajarnya menggunakan teknologi yang canggih.

Researcher: Terus apakah mam merasa kesulitan untuk mencari referensi untuk mengajar?

Respondent: Ehmm... alhamdulillah tidak.

Researcher: Terus apakah mam memiliki akses yang memadai untuk mencari bahan ajar?

Respondent: Ehmm... untuk akses untuk mencari bahan ajar ehmm... bisa ada ehmm... bisa dicari dengan mudah, tapi ehmm... cara kita menyampaikan ke anak itu saya mendapatkan kesulitan ehmm... misalnya kita disini kan belum mempunyai seperti ruang TIK seperti itu, kemudian infokus dan sebagainya. Jadi kita manual saja memberikan videonya sama anak-anak itu diletakkan diatas meja kemudian anak-anak mendekat melihat video bersama-sama.

Researcher: Itu menggunakan laptop yah mam?

Respondent: Iya itu menggunakan laptop.

Researcher: Terus mode apa yang biasa mam gunakan untuk mengakses bahan ajar?

Respondent: Ehmm... saya menggunakan aplikasi apa itu ehmm... kami searching materinya di internet menggunakan aplikasi apa yah vidmate kalau gak salah, kami cari video-video pembelajaran dari sana kemudian ehmm... saya pilih yang mana yang sesuai dengan materi saya kemudian saya kasih videonya kepada anak.

Researcher: Terus ehmm... apakah mam merasa kesulitan untuk mengakses bahan ajar?

Respondent: Alhamdulillah tidak.

Researcher: Terus apa yang mam rasakan tentang kepatuhan siswa dikelas mam?

Respondent: Ehmm... untuk kepatuhan anak alhamdulillah ehmm... sebenarnya anaknya itu sudah bagus, baik.

Researcher: Terus apakah ada siswa yang tidak mematuhi aturan yang ditetapkan dikelas mam?

Respondent: Ehmm... ada misalnya itu ehmm... peraturannya tentang berpakaian, ada anak-anak yang kadang-kadang ehmm... bajunya dikeluarkan. Ketika kita tegur baru dimasukan pakaiannya seperti itu.

Researcher: Terus apa yang mam rasakan tentang keseriusan siswa dikelas?

Respondent: Ehmm... alhamdulillah cukup serius untuk sebagian anak, ada yang lain ehmm... tidak serius.

Researcher: Terus apakah ada siswa yang tidak serius belajar dikelas mam?

Respondent: Iya ada yang tadi yang anak berkebutuhan khusus tadi.

Researcher: Terus bagaimana mam memandang tentang kenyamanan ideal situasi kelas mam?



Respondent: Oh kalau untuk kelas ehmm... sebenarnya perlu banyak ehmm.. berbenah seperti itu, karena ehmm... saya pikir kalau kelas itu kan adalah rumah kedua dari siswa ehmm... alangkah bagusnya kalau misalnya dikelas itu mungkin ada kebersihannya terjaga, kemudian keindahan, dan ditambah lagi bunga-bunga biar ehmm... lebih hijau. Kalau untuk disini ehmm... kurang nyamannya itu mungkin kadang-kadang dibelakang itu kan jalan besar, jadi kadang-kadang ketika kita sedang belajar lewat ehmm... lewat kendaraan motor atau mobil. Nah itu membuat agak bising suaranya.

Researcher: Terus apakah mam merasa kelas mam berisik?

Respondent: Ehmm... kalau dari anak-anaknya ehmm... alhamdulillah tidak karena ehmm... Ketika pembelajaran mereka memperhatikan.

Researcher: Terus apakah mam sering menemukan bahwa kelas mam kehilangan kendali?

Respondent: Ehmm... alhamdulillah tidak.

Researcher: Terus bagaimana mam menciptakan suasana belajar yang nyaman?

Respondent: Ehmm... menciptakan suasana belajar yang nyaman ehmm... mungkin ehmm... saya sebagai guru itu tidak terlalu apa yah tidak terlalu garang sama anak-anak ehmm... yah berbicara apa yah dari hati ke hati seperti itu. Tapi kadang-kadang ehmm... kalau misalnya anak-anak tidak membuat tugas, nah itu ehmm... saya sering marah juga. Tapi maksud saya memarahi juga untuk menasehati.

Researcher: Terus bagaimana mam mengontrol situasi kelas mam?

Respondent: Ehmm... mengontrol ehmm... mengontrol situasi kelas ehmm... mungkin Ketika ada anak-anak yang rebut atau ngobrol saya akan menegur mereka. Kemudian, kalau misalnya sedang ada apa yah ehmm... Latihan ehmm... ada juga anak-anak yang ehmm... sibuk sendiri mencoret-coret. Nah itu saya akan menyuruh anak itu mengerjakan tugas.

Researcher: Terus apa yang mam rasakan tentang sikap siswa terhadap mam sebagai guru dikelas?

Respondent: Ehmm...

Researcher: Ulangi lagi apa yang mam rasakan tentang sikap siswa terhadap mam sebagai guru dikelas?

Respondent: Ehmm... yang saya rasakan alhamdulillah siswa itu yah menganggap saya gurunya.

Researcher: Terus apakah ada siswa yang bersikap negatif terhadap mam dikelas mam?

Respondent: Ehmm... yang ehmm... yang bersikap negative itu bisa dikasih contohnya?

Researcher: Ehmm... maksudnya kayak melawan gitu ketika mam mengajar, ketika mam menegur mereka menjawab.

Respondent: Ehmm... kalau ini alhamdulillah ehmm... mereka itu ehmm... ketika mereka berbuat salah kita menegur, ehmm ... mereka diam saja ehmm... tidak melawan seperti itu. Ehmm... tapi kita tidak tahu kan diamnya itu gimana. Tapi untuk ehmm... menjawab dengan kata-kata itu alhamdulillah tidak.

Researcher: Pertanyaan terakhir, bagaimana mam menghadapi siswa yang memiliki sikap negatif terhadap mam?

Respondent: Ehmm... mungkin mencoba menyadarkan pendekatan seperti itu ehmm... mengapa dia merasa apa yah ehmm... ada mungkin tidak senang dengan saya ehmm... mungkin nanti saya tanyakan alasannya kenapa.

Researcher: Oke terima kasih untuk ehmm... menyempatkan waktunya untuk menjadi respondent di penelitian saya. Assalammualaikum wr. Wb

Respondent: Oke Sama-sama ehmm... semoga berhasil untu penelitiannya dan semoga lancar. Wassalamu'alaikum wr.wb.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id).

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 467 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
  - Surat permohonan peralihan pembimbing pada tanggal 22 Juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing I dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
  - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
  - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
  - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
  - Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

- Menetapkan**
- Pertama** :
- Jumatul Hidayah, M.Pd** 19780224 200212 2 002
  - Sarwo Edy, M.Pd** 2007008102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Siti Masitoh

N I M : 17551064

JUDUL SKRIPSI : Teachers Techniques in Teaching English toward Students in Inclusive Class at SMP Taman Siswa Curup

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 30 Desember 2020  
Dekan,

- Tembusan :
- Rektor
  - Bendahara IAIN Curup;
  - Kabag Akademik kemahasiswaan dan kerja sama;
  - Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 15. /In.34/FT/PP.00.9/01/2021  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

14 Januari 2021

Kepada Yth. Kepala Dinas Penanaman Modal dan  
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

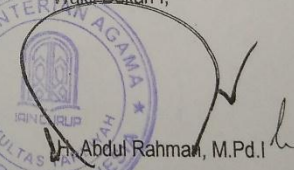
Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Siti Masitoh  
NIM : 17551064  
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris  
Judul Skripsi : Teachers Techniques in Teaching English toward Students in Inclusive Class at SMP  
Taman Siswa Curup  
Waktu Penelitian : 14 Januari s.d 14 April 2021  
Tempat Penelitian : SMP Taman Siswa Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

  
H. Abdul Rahman, M.Pd.I  
NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/019 /IP/DPMPSTP/I/2021

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 15/In.34/FT/PP.00.9/01/2021 Hal Permohonan Izin Penelitian Permohonan diterima Tanggal, 20 Januari 2021

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Siti Masitoh / Curup, 12 Juli 1997  
NIM : 17551064  
Pekerjaan : Mahasiswa  
Program Studi / Fakultas : Tadris Bahasa Inggris / Tarbiyah  
Judul Proposal Penelitian : **Teachers Techniques in Teaching English Toward Students in Inclusive Class at SMP Taman Siswa Curup**  
Lokasi Penelitian : SMP Taman Siswa Curup Kab. Rejang Lebong  
Waktu Penelitian : 20 Januari 2021 s/d 14 April 2021  
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
Pada Tanggal : 20 Januari 2021

Kepala Dinas DPMPSTP  
Kabupaten Rejang Lebong



  
**BAMBANG BUDIONO, SE**  
Pembina  
NIP. 19710213 200312 1 003

**Tembusan :**

1. Kepala Badan Kesbangpoi Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMP Taman Siswa Curup Kabupaten Rejang Lebong
4. Yang Bersangkutan
5. Arsip



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA BERPUSAT  
DI YOGYAKARTA  
PERGURUAN TAMANSISWA CURUP  
BAGIAN: TAMAN DEWASA (SMP TAMANSISWA)**

**STATUS: TERAKREDITASI**

Alamat : Jalan Ahmad Marzuki Talang Rimbo Baru ☎ (0732) 22053 Curup 39113

**Surat Keterangan**

Saya yang bertanda tangan di bawah ini:

Nama : Nevi Novita, S.Pd  
NIP : 198005232009032003  
Jabatan : Guru Mata Pelajaran Bahasa Inggris di SMP Taman Siswa Curup

Menyatakan bahwa:

Nama : Siti Masitoh  
NIM : 17551064  
Jurusan : Tarbiyah  
Prodi : Tadris Bahasa Inggris

Telah benar-benar melaksanakan observasi dan wawancara dengan tema  
**“TEACHER’S TECHNIQUES IN TEACHING ENGLISH TOWARD STUDENTS IN  
INCLUSIVE CLASS AT SMP TAMAN SISWA CURUP”.**

Demikian surat keterangan penelitian ini dibuat dengan sebenarnya untuk dapat di  
pergunakan sebagaimana mestinya.

Curup, 17 Februari 2021  
Guru Bahasa Inggris

**Nevi Novita, S. Pd**  
**NIP: 198005232009032003**



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA BERPUSAT  
DI YOGYAKARTA  
PERGURUAN TAMANSISWA CURUP  
BAGIAN: TAMAN DEWASA (SMP TAMANSISWA)**

**STATUS: TERAKREDITASI**

Alamat : Jalan Ahmad Marzuki Talang Rimbo Baru ☎ (0732) 22053 Curup 39113

**Surat Keterangan Telah Melakukan Penelitian**


Nomor: Perg. Ts/069/TO. III/ks/CRTG/2021

Yang bertanda tangan di bawah ini adalah kepala sekolah SMP Taman Siswa Curup menerangkan bahwa:

Nama : Siti Masitoh  
NIM : 17551064  
Jurusan : Tarbiyah  
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMP Taman Siswa Curup Kabupaten Rejang Lebong dalam rangka Menyusun Skripsi sejak tanggal 08 Agustus 2019 sampai dengan selesai dengan judul penelitian **“TEACHER’S TECHNIQUES IN TEACHING ENGLISH TOWARD STUDENTS IN INCLUSIVE CLASS AT SMP TAMAN SISWA CURUP”**.

Demikian surat keterangan penelitian ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

16 Februari 2021  
Kepala SMP Taman Siswa  
  
Siti Lestari, S.Pd.I  
NIPS: 107006802012072005







No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing III	Paraf Mahasiswa
1.	7/18/9	Proposal		
2.	08/18/9	Chapter 1, 2, 3		
3.	21/9/9	Chapter 1, 2, 3		
4.	25/10/9	Revisi Instrument		
5.	16/12/9	Acc Penelitian		
6.	20/1/10	Bab 4		
7.	10/1/10	Bab 4 & 5		
8.	9/2/10	Acc Fahang Stripis		

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	7/18/9	Proposal		
2.	15/9/9	Chapter 1, 2, 3		
3.	21/9/9	Revisi Chapter 1, 2, 3		
4.	25/10/9	Revisi Instrument		
5.	16/12/9	Acc Penelitian		
6.	22/1/10	Bab 4 & 5		
7.	15/1/10	Bab 4 & 5		
8.	9/2/10	Acc Ujian Stripis		

## BIOGRAPHY



*SITI MASITOH was born in Curup on July 12<sup>th</sup> 1997. She is a daughter of Mr. Muslimin (alm) and Mrs. Tumijah. She has a brother. She finished her elementary school at SD N 35 Curup Tengah, Rejang Lebong and graduated 2011. Then, she continued her study to Junior High School at SMP N 02 Curup Tengah, Rejang Lebong and graduated 2013. After that, she carried to Senior High School at MAN Rejang Lebong and graduated 2016. Next, at 2017 she decided entering Institute College for Islam Studies (IAIN) Curup and selected English Study program as her faculty. He graduated her study on 2021.*