

CHAPTER II

REVIEW OF LITERATURE

1.1. Inclusive Education

Inclusive education is the implementation of education system which gives chance for all students who have disparities, intelligence potency and or special talent to join the learning process together with the normal students in the same environment (*Kementerian Pendidikan Nasional*, 2010, p. 2). The same statement is given by the Directorate of Special Education which is a division under the Indonesian Ministry of education, in the “*Pedoman Umum Penyelenggaraan Pendidikan Inklusif*” (2007, p. 3) that inclusive education as education service involve special needs students together with other normal students in a regular school. It gives access to all children to obtain high quality of education based on their needs without any discrimination.

Historically, there are some general problems as the background of the development of inclusive education in the world. However, according to Salamanca statement (1994), there are three major of international agreements related to the implementation of inclusive education that are about a reality which focuses on *educational justification* that is concerned on educating children together and responding to the individual differences, *social justification* that is creating non-discriminatory society and tolerance and *economic justification* that is less-costly in conducting inclusive rather special school. Those background clearly seen that it is needed to involve the students with special needs into the regular class with normal students (adapted in Miles, 2005, p. 14).

According to Barnes, the segregate education (*SLB*) will create a condition where the students with special needs will accept devalued social role and bring them into a lifetime dependence and subordination, rather than equipped them with opportunity to a full and active life (adapted in *The Integration Alliance*, 1992, p. 13). Thus, it is needed to involve students with special need together with normal students in a regular class where the notion of indiscrimination, equal opportunities, and socialization is important.

Inclusive education is not just the integration of special needs children with physic, sensory, or intellectual handicap in the regular school, but it is a two direction process to increase the learning participation of the students and identification by the teachers, also decreasing and eliminating the learning resistances. The focus of this education system is the interaction between students and the environment in order to respect the diversity (“*Pendidikan Inklusi Belum Berwajah*”, 2009, p. 6).

Purposes and Principles

According to Regulation of National Education Ministry No. 70 section 2 in 2009 about inclusive education, the purposes of the implementation of inclusive education are to give chance for all students who have physical, emotional and social handicap, even students who have intelligence potency and or special talent, to obtain better quality of education based on their needs. Also, inclusive education helps the realization of the implementation of education which is indiscriminative and tolerant to diversity. Inclusive education generally optimizes the potency of special needs students and gives them chance to do socialization.

Thus, special needs students can interact with other students from different background and condition (*Kementrian Pendidikan Nasional*, 2010, p. 3).

Inclusive education is expected to accommodate the diversity, because the segmentation of students, in case of regular and special need students, will become a problem in the process of interaction among them. The mission of the implementation of inclusive education system is to develop inclusive society where the spirit of tolerance to each other and the fact of diversity become part of life reality (Santoso, 2010, p. 141-142). This statement is in line with Masduqi (2008) who state one of the purposes of inclusive school is to create the cooperative learning where there are mutual understanding and care among students, not competitive learning.

In addition, the implementation of inclusive education is expected to give some benefits for students whether socially, psychologically and educationally. For instance, friendship between students with and without disability develops, students learn important academic skills, all students learn being together, and students develop a positive understanding of themselves and other. Also, for the families, their vision of typical life for their disabled children can come true (*Inclusive community*, 2010).

The implementation of inclusive education has some principles, according to The Regulation of National Education Ministry (2010, p. 16-17); there are five principles of the implementation of inclusive education that are:

1. Principle of equalizing and increasing the quality of education: Inclusive education is one of strategies to equalize the students' opportunity to receive

education because this system accommodates all children who have not obtained education yet. It also increases the quality of education which upholds diversity.

2. Principle of individual need: Education has to be accommodated based on children condition because every child has different ability and need.
3. Principle of function: Inclusive education must create a community that tolerance and respects the diversity.
4. Principle of sustainability: Inclusive education is conducted in every education level.
5. Principle of involvement: Inclusive education should involve all related education components.

Students and Classes

Generally the target students of inclusive education are all students in regular school. The students of inclusive education are not only students who are called special needs children, but also normal children. However, in specific, the target students of inclusive education are special need children, who are either already registered or not in a regular school (*Direktorat Pembinaan Sekolah Luar Biasa*, 2007, p. 10).

There are many characteristics of special needs students of inclusive education: blind children, deaf children, mute children, mental retardation children, physical impairment children, unsociable children, learning disability or specific learning-disabled children, such as dyslexia, dysgraphia and dyscalculia, slow learning children, autistic children, motored trouble, drug victim children,

and multi-handicap and developmentally disabled children (Budiyanto, 2009, p. 13).

Referring to some characteristics of inclusive students above, each student must have different needs, which are why the government arranges some different types of inclusive class to fulfill each of students' needs. The types of the implementation of inclusive school (*Direktorat Pembinaan Sekolah Luar Biasa*, 2007, p. 5) are as follows:

1. Regular class (full inclusive): Both normal and special needs students learn together all day with the same curriculum.
2. Regular class with *cluster*: The special needs students learn together with normal students, but they are differentiated in special group.
3. Regular class with *Pull out*: The special needs students learn together with normal students, but sometimes they must be taken from class to learn with special teacher in the resource room.
4. Regular class both with *Cluster* and *Pull out*: The special needs students learn with normal students, but they are in a special group, then sometimes they must be taken from the class to move to resource room.
5. Special class with any integration: The special needs students in a special class, but in some subjects they could join with the normal students.
6. Full special class: The special needs students learn in a special class in a regular school.

In this study, the VIIE inclusive class in SMP Negeri 4 Sidoarjo as one of the two pilot inclusive schools in Sidoarjo that writer will observe use the type of

regular or full inclusive class. The two special needs students are integrated with regular students in the same class and use the same curriculum in all lessons.

1.2. Learning-disabled Students

The explanations about the criteria of inclusive students have already been presented in the previous section. Budiyanto (2009, p. 13) includes learning disability or specific learning disabled children as one of the criteria of students in inclusive schools. Learning-disabled student is student who has specifically greater difficulty in understanding and expressing ideas of language. In 1981 the National Joint Committee for Learning Disabilities (NJCD) (quoted by Lerner, p. 8) gives a definition of learning disabilities as follows:

Learning disabilities is a generic term that refers to heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g. cultural differences, or inappropriate instruction, psycholinguistics, it is not the direct result of those conditions or influences.

According to Abdurrahman (2003, p. 9), Indonesia has no fixed definition of learning disability yet and during the time teachers generally assume that all students with low achievement belong to learning-disabled students. Thus, it is important that Indonesian government should adapt the definition above to guide education especially for learning disabled students in Indonesia. Some characteristics of learning disabilities can be listed as follows (Lerner, p. 13):

disorder of attention, failure to develop and mobilize cognitive strategies for learning, poor motor abilities, perceptual problems, oral language difficulties, reading difficulties (dyslexia), written language difficulties (dysgraphia), mathematics difficulties (dyscalculia), inappropriate social behavior

Basically from some characteristics of learning disabilities above, it can be classified into two groups: *developmental learning disabilities* and *academic learning disabilities*. The developmental learning abilities are related to the problems of attention, motor, perceptual skills, and social behavior. While, the academic learning disabilities are related to the failure of reading, speaking, writing and or mathematics (Abdurrahman, 2003, p. 11).

1.3. Teacher and Teaching Process

2.3.1. Teacher

Almost all people know what the meaning of the word “teacher” is. Their mind will think about someone who teaches or transfers knowledge to students in certain classroom. Teacher is a professional educator whose major tasks are educate, teach, guide, give instruction, train, assess, and evaluate students in educational institution whether in elementary, junior and senior high school (*Dinas Pendidikan*, 2008, p. 2). This definition includes almost all essential teachers’ roles that are needed in the process of teaching-learning. Whatever the models that are used in a certain lesson in a class, either teacher-centered or students-centered, teacher still becomes an essential component in the process of teaching-learning.

Actually in the process of teaching-learning, teacher's role is not just as simple as telling or transferring knowledge to students. Teacher has some roles just as parents to all students in school, like what Brown (2001, p. 166-168) states: teacher as *controller* who is determine what students do, when they should speak, and what language form they should use; teacher as *director* who is keeping the process of interaction in class flowing smoothly and efficiently; teacher as *manager* who arrange teaching-learning activities by making plan of lessons, modules, and courses; teacher as *facilitator* who is facilitating the learning process in order to make students easier in receiving knowledge; and teacher as *resource or consultant* who give advice and counsel when students ask for.

Teacher who is an educator is always expected to have better knowledge and skills that fulfill certain qualifications to become a good teacher. It is because teacher as one of components determine the success of teaching-learning program. Thus, according to Roberts (in Richards, 2001, p. 209) teacher should have at least six main components of knowledge as the following:

- a. *Practical knowledge*: teacher's repertoire of classroom techniques and strategies.
- b. *Content knowledge*: teacher's understanding of the subject
- c. *Contextual knowledge*: familiar with school's context, norms and the learners.
- d. *Pedagogical knowledge*: ability to restructure the content knowledge for teaching purpose, and to plan, adapts, and improvises.

- e. *Personal knowledge*: teacher's personal beliefs and principles and the individual approach in teaching.
- f. *Reflective knowledge*: teacher's capacity to reflect on and assess his or her own perform.

2.3.2. Teaching process

There are different definitions of teaching process; however, the basic and traditional definition of teaching is a process of telling knowledge by the teacher to the students. According to Burton (in Wahab, 2007, p. 7) teaching is the stimulation, guidance, direction, and encouragement of learning. Here, there are four important points given in Burton's definition: stimulation to give students motivation to learn, direction which means teaching is a goal directed activity, guidance to develop students' abilities, and encouragement to maximize students' effort to learn. Besides, Tarigan and Tarigan (1990, p. 7) includes seven components that support the implementation of teaching-learning process to be more effective and the students to be more active. They are: students, teacher, purposes, teaching material, methods or techniques, media, and evaluation.

Conducting teaching process is not just in a simple way, because a teacher is faced with students as individuals who have different characteristics and personalities. Thus, the teacher should know and understand what the students actually need. Every teacher has their own way to handle and manage their students in class. However, there are some teaching principles that are important to be understood for all teachers in order to obtain the success in teaching process and reach the goals (Wahab, 2007, p. 8-10). The principles includes: use their

experiences, consider knowledge as the important aspects of learning process, respect with individual diversity, ready, and arrange the goal of teaching-learning process.

1.3.2.1.English Teaching techniques

Besides teacher, other important component in the process of teaching is the technique used by the teacher in the classroom. There are at least three definitions of teaching technique from different experts which complement each other. According to Brown (2001, p. 16), technique is any of wide variety of exercises, activities, or tasks used by the language classroom for realizing lesson objectives. Besides, He also states that technique is a super-ordinate term to refer to various activities that either teachers or learners perform in the classroom (p. 129). Another definition comes from Anthony (quoted in Brown, p. 14) states that technique is specific activities applied in the classroom which are consist with a method and harmony with an approach. Then, from those three definitions, it can be concluded that teaching technique is the activity applied in the classroom in order to reach the objectives of teaching.

Actually the choice of certain technique in the process of teaching-learning is very important to improve students' skills. The teachers should have varied experiences, mastering the material well, in particularly they should know and understand what the appropriate method or technique of teaching can be used in a certain classroom that consists of different students with different abilities (Tarigan and Tarigan, 1990, p. 39). The use of certain appropriate technique for each lesson will give some advantages such as create an exciting and interesting

situation that might stimulate students' motivation to study and improve their abilities.

Brown (2001, p. 130) stated that the types of teaching techniques can start from manipulation to communication; means, a technique is manipulated when the teaching-learning process is completely controlled by the teacher with a predicted response from the students, for instance: choral repetition and drilling. Drill technique, as one of the example of manipulative techniques, focuses on the minimal number of language forms through some kinds of orally repetitions. It has three categories: *mechanical drills*, which have just one correct students' response with no connection to the reality, *meaningful drills* which have a or some limited responses from students with connection to reality and *communicative drills* which are more focus on communicative reality such as how to use meaningful replies and give students a chance to make tense formation. The other example of manipulation techniques are dictation and reading aloud. Conversely, the technique is communicative when the teaching-learning process has less controlled by the teacher with open-ended and unpredictable of students' response such as story-telling, brainstorming, role-play, etc.

Besides, Brown (2001, p. 133) also states that teaching techniques can move from controlled to free techniques. He argues that many controlled technique are manipulative. It is usually implemented for the beginner students since they have little or no prior knowledge of the target language and they are highly dependent on the teacher. Thus, a teacher centered- or teacher-fronted is appropriate for the beginner class. The short, simple techniques should be used

and teacher-initiated questions dominate in this level. The clear definition between controlled and free is as follows (Brown, 2001, p. 133):

Controlled	Free
Teacher-centered	Student-centered
Manipulative	Communicative
Structured	Open-ended
Predicted student responses	Unpredicted responses
Pre-planned objectives	Negotiated objectives
Set-curriculum	Cooperative curriculum

Thus, in classifying teaching, Brown (2001, p.134-135) adapted the theory from Crookes and Chaudron (1991) who suggested the three big categories of taxonomy of techniques, which is used in language teaching classroom: controlled, semi-controlled, and free. These are the description of each category of the techniques:

1. Controlled techniques

- 1) Warm-up: the beginning activities that make students stimulate, relax and ready to have lesson. It can be through mimes, dance, songs, jokes, and play.
- 2) Setting: teacher direct attention to the topic by verbal or nonverbal stimuli which relevant with the context. It can be in form of questioning, mimes or pictures presentation, and possibly by tape recording.

- 3) Organizational: structuring the class activities includes disciplinary action, organization of seating and class equipment, general procedures of class interaction, and performance, structure, and lesson purpose, etc.
- 4) Content explanation: the explanation of some aspects of language such as grammatical, phonological, lexical, sociolinguistic, pragmatic, etc.
- 5) Role play demonstration: selected students or teacher illustrates the procedure(s) to be applied in the lesson segment to follow.
- 6) Dialogue/Narrative presentation: reading or listening passage presented for passive response.
- 7) Dialogue/Narrative recitation: reciting the text, either in group or individually.
- 8) Reading aloud: reading directly from a given text.
- 9) Checking: teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity.
- 10) Question-answer, display: activity involving prompting of students responses by means of display question (teacher know the answer/responses)
- 11) Drill: language activity including fixed patterns of teaching prompting and students responding usually by repetition, substitution, and other mechanical variations which are little meaning attached.
- 12) Translation: students or teacher provision of L1 or L2 translation of the text.
- 13) Dictation: students write down orally presented text.
- 14) Copying: students write down text presented visually.

- 15) Identification: students pick out and produce or otherwise identify a specific target form, function, definition, or other lesson-related item.
 - 16) Recognition: students identify the forms, but without verbal responses.
 - 17) Review: teacher does the review of previous week/month lesson as a formal summary and type of test to recall students' understanding.
 - 18) Testing: formal testing procedures to evaluate students' progress.
 - 19) Meaningful drill: drill activity involves responses with meaningful choice, as in reference to different information.
2. Semi-controlled techniques
- 1) Brainstorming: a special form of preparation of lesson, like setting which is involves free, undirected contributions by the students and teacher on a given topic.
 - 2) Story telling: a lengthy presentation of story by teacher or student. It may be used to maintain attention, motivate, or as lengthy practice.
 - 3) Question-answer, referential: activity involving prompting of responses by means of referential questions (i.e. the questioner does not know beforehand the response information)
 - 4) Cued narrative/dialogue: student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli.
 - 5) Information transfer: application from one form of material (e.g. visual) to another (e.g. writing) which involves some transformation (e.g. students fill out diagram while listening to a description).

- 6) Information exchange: task involving two-way communication as in information gap exercises when one or both parties must share information.
 - 7) Wrap-up: brief teacher- or student-produced summary of items that have been practiced or learned.
 - 8) Narration/exposition: presentation of story or explanation derived from previous stimuli.
 - 9) Preparation: students study, silent reading, pair planning and review, preparing later activity. It usually a students-directed or -oriented project.
3. Free techniques
- 1) Role-play: relatively free acting out of specified roles and functions.
 - 2) Games: various kinds of language games activity (e.g. board and dice game making words)
 - 3) Report: report of student-prepared exposition on books, experiences, project work that is elaborated according to students' interests.
 - 4) Problem solving: activity involves specified problem and limitations of means to resolve it. It requires cooperation on part of participants in a group.
 - 5) Drama: planned dramatic performance of play, skit, story, etc.
 - 6) Simulation: activity involving complex interaction between groups and individuals based on simulation of real life actions and experiences.
 - 7) Interview: a student is directed to get information from other students.
 - 8) Discussion: debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged.
 - 9) Composition: written development of ideas, story, or other exposition.

10) *A propos*: conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics.

Those kinds of techniques of teaching English above can be applied in the different classroom situations. However, because this study deals with the implementation of inclusive education, it is necessary to know the teaching techniques or activities that appropriate for inclusive class where there are mixed ability of students. Since the class with mixed ability students, the teacher will face some difficulties such as finding effective learning, adapting material, facing different students' interest, and managing the classroom (Salli-Copur, 2005). For regular teacher who have inadequate knowledge of inclusive implementation, that problems must be difficult to be solved.

Because of the different ability of both normal and learning-disabled students, the inclusive class might be appropriate with the model of cooperative learning as the mission of its education system. Thus, there are some cooperative teaching techniques or activities that are expected to be appropriate for mixed ability students at inclusive class (Herawaty and Hadijah, 2009, p.22):

1. *Jigsaw*: Students teach each other as members about the unique material.
2. *Think-pair-share*: Students think and share the response of a question in pairs.
3. *Three-step interview*: Students choose and interview their partners in different team asking some clarify questions.
4. *Round Robin Brainstorming*: each member of team share answers of question related to the material in round robin style.

5. Three minutes review: teacher give three minutes for students to review the material or asking questions.
6. Numbered Head: each students have their own number, teacher ask question by calling the number of each student.
7. Team pair solo: students do assignment in team, then in pair, finally alone.
8. Circle sage: a student stand and spread out in a circle of a team to share knowledge.
9. Partners: Partners of a team work to learn and consult with other partners working on the same material.

2.4. Related Studies

There are a lot of writings and studies that have been made concerning the teaching techniques used in English lesson. Some of the studies are by Yanti (2006), Ambarwati (2007), Herlina (2008), Setyaningsih (2008). In her study, Yanti found that the teacher in SMP Terbuka whose students have financial problems, used the techniques of lecturing and group work in teaching English. While Ambarwati found that the techniques used by the teacher in the first grade of SMU Al-Islam Krian are the lecturing, the discussion, the direct experience, audio-visual material, game, and the demonstration technique. Herlina found that at the excellent class at SMP Negeri 2 Blitar, the teacher used some techniques in the teaching English such as questioning, demonstrating, using textbook, using assignment, homework, and lecturing. The teacher used more than one technique in a meeting that was related to the skills which were taught and the teacher used

English more. Meanwhile, Setyaningsih who conducted research in SLB found that the teacher preferred to use repetition and modeling techniques. Those two techniques were considered as the most effective techniques to teach mentally retarded students in SLB.

The difference between the previous studies and this study is in the kinds of school where the researches were conducted. Herlina observed teaching techniques in excellent class where most of students in the class have high intelligence, Ambarwati observed in SMP Terbuka that is school developed by the government to provide education for the students with financial problems, and Setyaningsih observed in SLB that is a school particular for students with special need. Thus, all students are with special needs. While Yanti observed in different level of school that is senior high school.