

CHAPTER I

INTRODUCTION

This chapter outlines the research background, problem identification of the study, problem limitation of the study, statement of research question, purpose of the study, and significance of the study.

1.1. RESEARCH BACKGROUND

People have their right to have an education. It is in line with the government regulation, 1945 Constitution of the Republic of Indonesia Article 31 (1), in which every person has the right to have basic education. It is because they have potential, skill, and ability that have to be improved without considering their background (Holmberg & Jeyaprathaban, 2016). In this case, no matter whether they are normal or have special needs, they still have their right to have an education. Thus, it can be said that both regular student and student with special needs have the same opportunity to have an equal education process.

Because all people have the same right to have an equal education, the right of people with special needs should also be given attention. They need an education service that appropriates for their special needs. Segregation education is seen as the appropriate education service for them. Most students with special needs are educated in the segregation education setting. The example of segregation education in Indonesia can be seen in *Sekolah Luar Biasa* (SLB). However, it seems that segregation education is no longer effective to develop their maximum potential. It is because segregation education disabled students with special needs

to develop their skills by push them in a corner and make them isolated because of their special needs. It is also supported by Hassan, Hussain, Parveen, & Desouza (2015) that stated students with special needs can be taught in segregation schools but it is also means cut them off from society. It is because they are kept separated from society which is good to support their development.

Moreover, segregation education is no longer effective for students with special needs in mild to moderate levels. It is because they are being isolated while their special needs are not too severe and they can still interact with the regular students. That is why segregation school is no longer effective for all students with special needs. In line with that statement, the government already takes action for students with special needs through inclusion. According to Block & Obrusnikova (2007), inclusion means supporting the educational needs of students with special needs in general education classrooms. In addition, Lapsky & Gardner (in Frederickson & Cline, 2002) stated that inclusion is a service for students with special needs to learn in general education classes to help the students to succeed in academic, behavioral, and social participation.

In this case, inclusion can be seen in the inclusive education. It is expected that inclusive education will help students with special needs to develop their potential despite they have special needs (Efendi, 2018). Regarding government regulation, Ministry of Education and Culture's Regulation Number 70 Year 2009 Article 3, the government provides the students with special needs to have an equal education process through inclusive education. According to Singh (2016), inclusive education can be determined as the alternative of education service for the students with special needs by reducing barriers to their social development and

increasing the learning environment. In other words, inclusive education can help students with special needs to learn in the equal education setting alongside with the regular students.

The implementation of inclusive education can be seen in the inclusive school. Stainback (as cited in Fajarwati, 2017) stated that inclusive school is a school that accommodates inclusive students and regular students in the same class by adapting the special needs to support the students to develop their skill. In this case, student with special needs also called as inclusive student because they need an inclusion toward their special needs through inclusive education. Furthermore, one of the Bali governor's regulations, Bali Governor's Regulation Number 35 Year 2018 Article 9 (5), acknowledge that students with special needs can learn in inclusive school as long as their physic qualify the requirements or qualify the school's assessment. Their special needs have to be in a mild or moderate level to be educated in inclusive education. Ministry of Education and Culture's Regulation Number 70 Year 2009 Article 4 also stipulates that each regency must provide at least one school for each education level from elementary until senior high school to organize inclusive education.

Unfortunately, the preliminary observation and initial interview shows that the teachers from several inclusive schools in Buleleng do not know how to manage inclusive students alongside with the regular students in a class. It is because of the limited knowledge and information about inclusive students and inclusive education. This limitation comes from the lack of training and experience in managing the inclusive students. It also gives an impact toward the classroom management practices as one of the integral parts in the teaching process. Sakarya

as cited in Karakaya and Tufan (2018) stated that effective classroom management is the first step to be successful in education. It means the teacher has to be successful in conducting effective classroom management both in regular class and in an inclusive education setting.

Moreover, in Curriculum 2013, classroom management is included as one of the integral parts in the teaching and learning process. It means classroom management is important indeed in the learning process especially in inclusive education which requires good and appropriate classroom management. A previous study about inclusive education in SMK Negeri 3 Singaraja by Yekti, Ratminingsih, and Dewi (2019) discusses the implementation of inclusive education in SMK Negeri 3 Singaraja. Inclusive education in SMK Negeri 3 Singaraja has been implemented but has to be improved. However, there is no specific discussion about classroom management in this previous study even though classroom management is called as a set of techniques and skills for the teacher to control the students effectively to create a positive learning environment for the students (Stenberg and Williams, 2002).

Based on the initial interview with the teacher who appointed as the inclusive teacher in SMK Negeri 3 Singaraja, SMK Negeri 3 Singaraja already appointed by the government as an inclusive school since 2011. However, there had been no inclusive student until 2017. Therefore, 2017 becomes the first year for SMK Negeri 3 Singaraja to organize inclusive student. Since 2017 until 2019, there have been 3 registered inclusive students. The category for inclusive students in SMK Negeri 3 Singaraja is from low to medium in terms of the special need. Meanwhile, the types of inclusive students in SMK Negeri 3 Singaraja are physical

disabilities and intelligence disorder. The inclusive student who registered in 2017 was a student with hearing impairment. Furthermore, the inclusive student who registered in 2018 was a student with a physical disability (curved in his left hand and foot from birth) and being examined as a slow learner. Meanwhile, the inclusive student who registered in 2019 was also a student with a physical disability (overweight since elementary school).

As a public school, SMK Negeri 3 Singaraja has to follow the government's regulation to be an inclusive school and accept inclusive students. Since 2017 until 2020, two English teachers have taught inclusive students. Related to this situation, classroom management will differ from other class that have not organized inclusive students in that class. Moreover, it is stated by Habibi, Mukminin, Sofwan, and Sulistiyo (2017) that classroom management is one of the integral parts of the teaching process. Thus, having a good implementation of classroom management in the inclusive education setting is important.

Based on the importance of the issue, the researcher decided to research about the classroom management practices by an English teacher in an inclusive education setting. Moreover, this study is important because the result will show how the teacher manages the classroom with regular students and inclusive student in the same class. In this case, SMK Negeri 3 Singaraja have been chosen as the setting because SMK Negeri 3 Singaraja have appointed and the only senior high school which organizes inclusive education for 3 years while the other schools have not organized the inclusive student yet. It is based on the interview with headmasters from several schools in Singaraja. Besides, there are none of the previous studies which discuss the practices of classroom management in an

inclusive education setting, especially in Buleleng. In conclusion, SMK Negeri 3 Singaraja has been seen as a suitable research setting of classroom management practices by an English teacher in an inclusive education setting.

1.2. PROBLEM IDENTIFICATION OF THE STUDY

People have their right to have an equal education without considering whether they are normal or have special needs. Previously, segregation education is seen as the appropriate education service for students with special needs. However, segregation education is no longer effective especially for students with special needs in mild to moderate levels to develop their maximum potential. It is because they are being isolated while their special needs are not too severe and they can still interact with the regular students. Thus, it cannot help students with special needs to develop their academic, behavioral, and social participation in maximal. In line with that, the government already takes action for students with special needs through inclusive education. Unfortunately, the preliminary observation and initial interview shows that the teachers from several inclusive schools in Buleleng do not know how to manage inclusive students alongside with the regular students in the class. It is because of the limited knowledge and information about inclusive students and inclusive education. It is also giving an impact toward the classroom management practices by the teacher as one of the integral parts in the teaching process. Moreover, the classroom management of the inclusive school will differ from other schools which have not organized inclusive students in an inclusive school. Since only SMK Negeri 3 Singaraja which organizes inclusive students as inclusive school, the researcher wants to conduct a study about classroom

management practices in SMK Negeri 3 Singaraja. Besides, study that concern with classroom management by an English teacher in the inclusive school is still rare among society. Thus, the researcher is highly motivated to conduct a study about classroom management practices by an English teacher in an inclusive school, especially in SMK Negeri 3 Singaraja.

1.3. PROBLEM LIMITATION OF THE STUDY

Based on the problem identification of the study, the focus of this study is the classroom management practices by an English teacher in an inclusive school. Moreover, the researcher wants to find out the classroom management practices by an English teacher in the inclusive education setting at SMK Negeri 3 Singaraja in the academic year 2019/2020.

1.4. STATEMENT OF RESEARCH QUESTION

Based on the problem limitation of the study, the research question can be stated as follow.

- 1) How does the English teacher manage inclusive classroom teaching and learning practices at SMK Negeri 3 Singaraja?

1.5. PURPOSE OF THE STUDY

Based on the research question above, the purpose of the study can be stated as follow.

- 1) To find out the English teacher's management toward the inclusive classroom teaching and learning practices at SMK Negeri 3 Singaraja.

1.6. SIGNIFICANCE OF THE STUDY

It is expected that this study can give benefits theoretically and practically.

The significance of the study can be seen as follows.

1) Theoretical Significance

It is expected that the result of this study can give contribution to the development of knowledge especially about classroom management practices in the inclusive education setting. In other words, it is expected that this study can fulfill the gap between the theory about classroom management and its practices in the real context in an inclusive education setting.

2) Practical Significance

It is expected that the result of this study can give a contribution to the English teacher especially in Buleleng Regency and all English teachers who teach in the inclusive education setting. This study can help the teachers to create an inclusive learning environment through effective and positive classroom management practices in the inclusive education setting. Moreover, it is expected that the result of this study can help other researchers as the reference to conduct a similar study about classroom management or inclusive education.

