

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research study which covers (1) background of the study, (2) problem identification, (3) research limitation, (4) research question, (5) research objectives, and (6) significant of the study.

1.1 Background of the Study

Inclusive education is a further consequence of the global policy of *Education for All*, which was initiated by UNESCO in 1990 as a result of the World Conference in Salamanca from June 7 to 10, 1994, followed by the Dakar Declaration in 2000 (Nurfadhillah, 2021). The declaration is a framework for following up on the basic needs of society which outlines that education must be able to touch all levels of society regardless of boundaries, race, religion, and the potential abilities of each student.

Inclusive education is a strategic approach in the national education system that emphasizes providing equal access to learning for all students, including children with special needs (Yuniarni et al., 2023). Inclusive education is in line with the spirit of *Undang-Undang Dasar Tahun 1945 Pasal 31*, which guarantees the right of every citizen to obtain education, as well as *Pasal 32 Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, which regulates special education and special services. In this context, schools as educational

implementing institutions are required to be able to present an adaptive and responsive learning system to the abilities of each student.

SD Dana Punia Singaraja is one of the elementary schools that implements inclusive education. Inclusive education is an education system in which students with different needs or special needs study together in one environment (Rusmono, 2020). In this case, SD Dana Punia Singaraja has one inclusive class. Based on pre-observation, the second grade at this school is an inclusive class consisting of regular students and two students with special needs diagnosed by a psychologist with down syndrome and autism spectrum disorders who study together in one class. This condition shows that the inclusive class at SD Dana Punia Singaraja has a diversity of student learning needs. Therefore, in this study, inclusive education is understood as the context of the class as a whole, not only focusing on students with special needs, but on all students learning in a diverse classroom environment.

In inclusive classrooms, assessment plays an important role in supporting the learning process. Assessment is the process of collecting student data that is used to determine students' initial abilities, monitor the learning process, and evaluate student learning outcomes (Maulani et al., 2024). In line with this, the assessments in this study focused on diagnostic assessments, formative assessments, and summative assessments. Diagnostic assessments were used to identify students' readiness to learn, formative assessments were conducted to monitor and support students' learning process during the learning period, while summative assessments were used to assess students' learning outcomes at the end of the learning period.

Based on preliminary observations conducted during English lessons on prepositions in Grade 2, it appears that the learning process in inclusive classrooms

takes place in a heterogeneous classroom environment. Within a single classroom, students demonstrate differences in their ability to understand instructions, their level of concentration, their speed in completing tasks, and the way they respond to teachers' questions. Some students were able to follow the teacher's instructions, while others, especially students with special needs, still required repetition of instructions, assistance, and more time to complete the assigned tasks. During the learning process, the teacher delivered the material in a classical manner by giving examples related to everyday life, then gave assignments to assess the students' understanding of the material that had been learned, which were then checked and discussed together. Students with special needs had assistant teachers who helped accompany, supervise, and assist in providing instructions from the teacher in a simpler manner. In this case, it can be interpreted that the assistant teachers were involved in the assessment process, namely in formative assessment, in helping to monitor the learning process of students, especially those with special needs. This condition shows that the assessment was carried out in an inclusive classroom context with diverse student needs. The diversity of student learning conditions in one class illustrates the real situation of inclusive classes at Dana Punia Singaraja Elementary School. Therefore, the implementation of assessment in English language learning needs to be understood as part of the overall learning practice in inclusive classes, which includes all students with different learning needs in one classroom environment.

Although inclusive education has been widely discussed in various studies, research specifically examining the implementation of assessments, namely diagnostic, formative, and summative assessments in inclusive classrooms in

English language learning at the elementary school level, particularly in Singaraja, Bali, is still limited. Most previous studies have focused more on inclusive education policies and learning strategies in inclusive classrooms. The study by Supriatna & Malihah (2021) discusses the implementation of inclusive education policies, the study by Hidayati (2020) focuses on English teaching strategies in inclusive classrooms, and the study by Amka & Dalle (2023) reveals the general challenges in assessing children with special needs. and the research by Utami & Putra (2021) discusses the challenges of assessment for children with special needs in inclusive elementary schools in Denpasar City. Thus, studies that specifically examine the implementation of diagnostic, formative, and summative assessments in inclusive classrooms in English learning at the elementary school level, especially in the Singaraja area, Bali, are still very limited and need to be explored further.

Based on the conditions described above, there is a gap in research on how assessment is actually carried out in inclusive classrooms, particularly in English language learning in elementary schools. This study focuses on the actual practice of assessment in inclusive classrooms, placing the classroom as the main context of learning, not just on students with special needs. Therefore, this study aims to explore in depth the implementation of diagnostic, formative, and summative assessments in inclusive classrooms and identify the challenges faced by teachers in their implementation.

1.2 Problem Identification

Based on the background above, the problem identification in this study is as follows.

1. The complexity of implementing assessment in inclusive English classrooms, where English teachers are required to assess students with diverse abilities and learning needs within the same classroom setting.
2. The implementation of diagnostic, formative, and summative assessments in inclusive classrooms, particularly in English language learning, which takes place in a heterogeneous classroom context with differences in learning speed, comprehension levels, and student participation during the learning process.
3. The lack of empirical research focusing on the implementation of assessment in inclusive English classrooms at the elementary school level, particularly in the Singaraja, Bali.

1.3 Research Limitation

Referring to the background and problem identification described above, various issues have been identified, requiring a narrowing of the research focus to ensure that the study addresses relevant and significant aspects. This study focuses on two main issues namely the implementation of assessment and the challenges faced by teachers when conducting assessments in inclusive classrooms. The assessments examined in this study include diagnostic, formative, and summative assessments implemented in the Grade 2 English classroom at SD Dana Punia Singaraja. Through investigating these three types of assessment, this study aims to provide a comprehensive understanding of assessment practices and the challenges encountered by teachers in an inclusive classroom setting.

1.4 Research Question

Based on the background and limitations of the problem described above, the research questions for this study are:

1. How do English teachers conduct assessments in the grade 2 English subject in inclusive classroom at SD Dana Punia Singaraja?
2. What challenges do English teachers face in conducting assessments in the grade 2 English subject in inclusive classroom at SD Dana Punia Singaraja?

1.5 Research Objectives

Based on the above problem formulation, the objectives of this study are:

1. To determine how English teachers conduct assessments in the grade 2 English subject in inclusive classroom at SD Dana Punia Singaraja.
2. To identify the challenges faced by English teachers in conducting assessments in the grade 2 English subject in inclusive classroom at SD Dana Punia Singaraja.

1.6 Significant of the Study

The result of this study is expected to provide practical benefits for several stakeholders:

1. Theoretical Significant

It is hoped that the results of this research can provide useful insights and contribute to the development of theories related to English language assessment in inclusive classrooms.

2. Practical Significant

- a. For English Teachers

This result of this study can serve as a reference for teachers to reflect on and improve their assessment practices in inclusive classroom settings.

b. For Students

The result of this study may indirectly support students in inclusive classrooms by encouraging more equitable and responsive assessment methods.

c. For Future Research

The result of this study can act as a valuable source of information and a starting point for further research related to language assessment, inclusive education, or teacher perceptions.

