

**THE IMPLEMENTATION OF ENGLISH TEACHING IN AN INCLUSIVE
CLASSROOM CONTEXT: AN OBSERVATIONAL STUDY OF
INTELLECTUAL DISABILITY STUDENT IN SMP PGRI 6 DENPASAR**

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ABSTRACT

This study aims to find out the procedure of English teaching, the challenges, and the strategies to overcome the challenges when teaching in an inclusive classroom. A junior high school English teacher who teaches in an inclusive classroom participated in this study. A descriptive-qualitative method is used with observation and interview as its tools. It was found that the procedure in an inclusive classroom is equal, even though the student with an intellectual disability needs more attention. Some challenges appeared during the learning process include a lack of motivation, difficulty in focusing, and language aspects. To overcome the challenges, the teacher put the intellectual disability student in a group that consisted of other students and also gave homework that was still similar to that of regular students. This study showed that, despite teaching in an inclusive classroom, the teaching and learning process is still running equally for all of the students even though the teacher still has to face the challenges and still has to pay more attention to the intellectual disability student.

Keyword: *Inclusive classroom, English teaching, intellectual disability*

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Jurusan Pendidikan Bahasa Inggris

ABSTRAK

Tujuan penelitian ini adalah untuk melihat prosedur mengajar Bahasa Inggris, tantangan, serta strategi untuk mengatasinya dalam kelas inklusi. Seorang guru Bahasa Inggris yang mengajar di kelas inklusi menjadi partisipan dalam penelitian ini. Metode deskriptif-kualitatif dengan observasi dan wawancara sebagai alat digunakan dalam penelitian ini. Penelitian menemukan bahwa prosedur berjalan sama di kelas inklusi, meski siswa disabilitas intelektual membutuhkan perhatian khusus. Beberapa tantangan muncul dalam proses pembelajaran seperti kurangnya motivasi, susah fokus, dan aspek bahasa. Untuk mengatasi tantangan ini, guru menempatkan siswa disabilitas intelektual ke dalam kelompok belajar yang berisikan siswa biasa serta memberikan tugas yang sama seperti siswa lainnya. Penelitian ini menunjukkan bahwa meskipun mengajar di kelas inklusi, proses belajar masih berjalan setara untuk semua siswa meski guru masih berhadapan dengan beberapa tantangan dan memberikan perhatian khusus pada siswa disabilitas intelektual.

Kata kunci: Kelas inklusi, Pembelajaran Bahasa Inggris, Disabilitas intelektual