

**The Perception of English Foreign Language Students Toward The
Implementation of Inclusive Education**

By

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ABSTRACT

This research aimed to describe the implementation of inclusive education and identify the challenges students might have in English courses at SMK N 3 Singaraja. The research subjects were students with disabilities and regular students who studied at XI MM 2 (Multi-media). This research was a case study that used the descriptive qualitative method. The data collection was done by conducting a questionnaire and interview guide sequentially. The student's perception was measured from 3 aspects, namely perceiver, target, and social setting. The result from the questionnaire and interview was analyzed continuously and described descriptively. This research showed that the student with disabilities and the regular student have a good perception of inclusive education implementation. However, there were several challenges, such as lacking adaptation with inclusive classrooms, time, facilities, and special teachers. It implied that the teacher and school's staff should give examples, more chances, and more attention to the inclusive class students.

Keywords: perception, inclusive education, the student with disabilities

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap pengimplementasian pendidikan inklusi dan mengidentifikasi hambatan-hambatan yang dialami siswa dalam pada pelajaran Bahasa Inggris di SMK N 3 Singaraja. Subjek penelitian adalah siswa disabilitas dan siswa reguler yang belajar di kelas XI MM 2 (Multimedia). Penelitian ini merupakan penelitian studi kasus dengan menggunakan metode penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan kuisioner dan interview yang dilakukan secara berurutan. Persepsi siswa dinilai berdasarkan 3 dimensi antara lain penerima, target, dan keadaan sosial sekolah. Hasil dari kuisioner dan interview diolah secara bersamaan dan dijelaskan secara deskriptif. Hasil dari penelitian ini mengungkapkan bahwa siswa disabilitas dan siswa reguler memiliki persepsi yang baik terhadap pengimplementasian pendidikan inklusi di kelas Bahasa Inggris. Namun, ada beberapa hambatan seperti adaptasi dengan kelas, waktu, fasilitas, dan guru khusus. Hal ini menunjukkan bahwa guru dan pihak sekolah harus memberikan contoh, kesempatan lebih, dan perhatian yang lebih kepada siswa di kelas inklusi.

Kata kunci: persepsi, pendidikan inklusi, siswa disabilitas

