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**AN EXAMINATION OF ENGLISH INSTRUCTION IN A CLASSROOM THAT  
INCLUDES STUDENTS WITH DIVERSE NEEDS: A DETAILED ANALYSIS**

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**Abstract**

The study focused on examining the instructional methods employed by English teachers in inclusive classrooms, as well as the typical difficulties encountered by these teachers in teaching in such settings. The researchers employed qualitative research methodology utilizing the case study approach, employing two primary instruments, namely interviews and observations. The research involved a school coordinator responsible for inclusive education, an English teacher who taught in inclusive classrooms, and children with special needs. The data were gathered over two weeks through two interviews and two outdoor observations. The data acquired were recorded using several methods, including tape recording, field notes, photos, and videos. The data were subjected to qualitative analysis to address the research topics. The study's findings are classified into three primary categories. The school provides programs that promote the implementation of inclusive education, including self-development programs and additional courses that help the development of basic life skills for students with special educational needs (SEN). There are 10 classes designated to accommodate at least one student with special needs in each session. Furthermore, in instructing English in inclusive classrooms, the teachers demonstrated a deficiency in employing targeted methodologies. However, they did utilize game-based technology such as Kahoot to facilitate engaging and pleasurable learning experiences. Furthermore, the outcome also indicates that the qualities of patience and sincerity hold significant importance in instructing students with special educational needs (SEN).

**Keywords:** Inclusive Classroom, Teaching English, SEN Students

## INTRODUCTION

Education must be universally accessible, including for kids with special needs. The Decree of 1945 affirms that every individual is entitled to receive adequate education to attain a more promising future (DPRRI, 2022). Consequently, Indonesia has introduced various specialized education programs for students. One example is inclusive education. Allan (2014) defines inclusive education as a concept that emphasizes the importance of providing every student with a high-quality education. The objectives of inclusive education are to enhance the participation of all students, establish systems that uphold equal value for each individual, and promote justice, compassion, respect, and human rights (Booth, 2009).

In addition, it is crucial to thoroughly examine the process of teaching and learning English as a foreign language in students with unique educational needs (Villafuerte & Mosquera, 2020). Special needs education refers to the provision of education for students who have disabilities. These students are commonly referred to as Special Educational Needs (SEN) students (Strogilos et al., 2023). According to Jaya et al. (2018), it is anticipated that students with special needs will acquire skills and enhance their self-reliance to actively engage in society through education. Various pedagogical approaches are employed in regular classrooms, such as small-group instruction, collaborative teaching, personalized education based on students' academic performance, and the utilization of support aides (Puspitasari, 2019).

Indonesia initiated the practice of inclusive education in 1947. Law Number 33 of 1947 stipulates the provision of compensation for workers who experience work-related accidents. Its purpose is to safeguard employees with impairments in the event of an accident befalling them. The Government

Regulation Number 72 of 1991 implemented the education system for individuals with impairments. Consequently, Sekolah Luar Biasa (SLB), sometimes known as a special school, was founded. Permendiknas Number 70 of 2009 explicitly defines inclusive education. The document delineates the guidelines on inclusive education, granting students with impairments and exceptional abilities the entitlement to pursue their studies alongside their non-disabled peers (Kusuma, 2021). Inclusion schools have already been implemented throughout Indonesia.

Andriana and Evans (2020) examine the execution of inclusive education at inclusive schools located in Yogyakarta, Indonesia. The participants in their study consisted of twelve teachers, four principals, and six parents from the schools in question. The study's findings indicate that teachers acknowledge the need to exercise greater patience and caution while engaging with pupils who have special needs. The teacher consistently viewed students' input as an opportunity to enhance their teaching. According to Imaniah and Fitria (2018), the effectiveness of inclusive education relies on the involvement of various stakeholders, including the government, educational institutions (such as schools and instructors), the school environment, the community, and parents. Furthermore, they assert that schools implementing inclusive education require suitable infrastructure to facilitate efficient and effective teaching and learning. According to Amor et al. (2019), it is crucial to go beyond studying solutions in settings that are not inclusive and to build upon existing knowledge to improve the approach to inclusive education. This will help to achieve meaningful outcomes and provide full citizenship for all individuals, including those with disabilities. The school has implemented inclusive education since 2010. The school is equipped with several amenities, including a therapy room, a display room to showcase the work of special needs children, and a program to facilitate the

implementation of inclusive education. There are two programs known as The Great School that cater to inclusive students. These programs offer dedicated hours for students to learn social skills, such as etiquette and respectful communication with elders and teachers. Additionally, there is an "outing class" that allows students to learn outside the classroom, such as by exploring nature and visiting a factory. Inclusive schools embrace the enrolment of all students, irrespective of their gender, ethnicity, financial status, or educational requirements. Students with disabilities will acquire knowledge, make contributions, and participate in all aspects of school life. Nevertheless, managing pupils with special needs can be challenging due to their distinct individual traits. Therefore, teachers should familiarise themselves with the learning preferences of students with special educational needs (SEN). Additionally, numerous educators own their perspectives on instructing in inclusive classrooms. Thus, this study addresses the distinct attributes that impact learning in inclusive classrooms and teachers' perspectives on inclusivity in their respective classes. This text discusses the difficulties encountered by English teachers when instructing children with special needs in inclusive classrooms, as well as the strategies they employ to surmount these obstacles.

## **RESEARCH METHOD**

The research methodology employed in this study is a case study. A case study is a research method that involves a detailed investigation of a program, event, activity, process, or one or more individuals (Creswell, 2002). The case study is deemed suitable due to the school's distinctive traits that set it apart from other schools. Additionally, the school boasts a considerable thirteen-year track record in implementing inclusive education. Additionally, there are

programs available to support the social integration of special needs pupils with their mainstream peers, such as The Great School and "Outing Class". Due to its extensive expertise in implementing inclusive education, the school possesses unique qualities that set it apart from other educational institutions.

### **Subjects of the Study**

This study is being conducted at a Junior High School. This study included two teachers and some pupils with special needs. The first instructor was the school's supervisor for inclusive education, as well as an English teacher who taught in an inclusive classroom. The first instructor oversees the school's inclusive education program. The second subject consisted of pupils with exceptional needs. Researchers observed them to gain a better understanding of inclusive education at Junior High School.

### **Instruments**

This study's instruments were interviews and observations. Interviews were done to learn more about inclusive education at a Junior High School. The observations were made to learn from real-life experiences with inclusive education at a Junior High School. Interviews and observations were conducted twice, with different participants. The first interview was performed with the first teacher to learn more about inclusive education in general at a Junior High School. The second interview was held with the English instructor to learn more about teaching English in an inclusive school. The first observation we made was for a program the school hosted for special needs pupils; the event was on eco print. We conducted our second observation in the classroom.

Data were gathered mostly through interviews and observations. The interview was related to the research objectives, which included exposing teachers' experiences. Meanwhile, the observation is the main source of

information about inclusive practice in the real classroom context, and it confirms the experience described by the instructors.

### **Data Analysis**

The interview was conducted twice. The coordinator was interviewed initially on November 8<sup>th</sup>, followed by the English teacher in the second week of November 2022. Before each interview, structured questions are considered and agreed upon as an interview guide. The team researchers took notes and documented the interview with images or recordings. Both interviews follow the same structure of data collection. The first observation was conducted during the second week of November 2022. It was an observation of the Ecoprint Class, which included kids with special needs as participants. The observation focused on the interactions between the teacher and the pupils. Following the observation, the researchers instantly transcribed the notes into a text for the archive. The researchers followed the processes of qualitative data analysis. The researchers also utilized simple coding to categorize the data. The data from the interview of the first instructor were coded as T1/Int, while the data from the second teacher were coded as T2/int.

## **RESULTS AND DISCUSSION**

### **School's Programs to Support SEN students**

Education (2004) stated that special needs education was to be replaced by inclusive education which implies that segregated education was to be avoided, and the mainstream classroom should open up to diversity. The result of the interview with the coordinator of inclusive education in a Junior High School shows that the school has managed and provided facilities to be able to implement inclusivity at its best. Firstly, inclusive education management in a Junior High

School has certain requirements before accepting students with special needs. Only students with low-level autism are accepted in the school. The special needs students were distributed to ten existing classes, in which one special needs student would be assigned per class.

We exclusively accept students with special educational needs who are manageable, such as moderately sluggish learners and mild autistic learners who exhibit mild tantrums. It is still possible to supervise and regulate these students. Additionally, we administer a variety of assessments, including writing, doodling, and counting. This examination is exclusively applicable to students with special requirements.

The inclusive education program at the school is supported by a variety of facilities. Initially, the school is amenable to the participation of any substitute teacher who may be required. The school should be informed first if the parents have requested a shadow teacher. Shadow instructors are not available at our institution, as the school prioritizes the integration of students into the general student body. Nevertheless, it is entirely permissible for the parents to provide a substitute teacher. One student utilizes a shadow instructor due to his moderate learning pace. According to the interview, a shadow teacher was assigned to a ninth-grade student. However, the shadow teacher was only involved in the initial stages of the student's activity, which were designed to assist the student in acclimating to the new environment. The covert teacher would be unnecessary if the student had already adjusted to the new situation. Additionally, students are granted additional hours on Wednesdays to engage in inclusive learning for self-improvement. The event is scheduled to occur between 2:00 and 3:00 p.m. The activities are straightforward, such as folding clothing and other basic tasks, which are designed to foster student independence.



An additional facility is a course that is designed for students with special requirements. The coordinator devised an advanced program known as a self-development class. The program the great students' class was devised before her time and served as the foundation for the self-development class. Moreover, the previous program was more concentrated on the development of students' social skills, whereas the most recent program encompasses a broader range of skills, including self-regulation, independence, self-development, and soft skills. The course also emphasizes fundamental life skills, such as the creation of art and the folding of clothing. Furthermore, the school offers a new inclusive course to bolster the self-development class program. The coordinator also mentioned that the rapport was one of the facilities available to students with special educational needs (SEN). This school establishes a distinct rapport between its SEN students and its mainstream students by incorporating modifications to students' learning abilities to ensure that their capabilities are evaluated accurately. Finally, the coordinator mentioned a plan to launch a yearly program with the concept of a three-way conference to develop parent-school relationships, in addition to mentioning the ongoing program. Parents, psychologists, and students with special educational needs would participate in this three-way conference. In the event, they would have 30-40 minutes per session to discuss the development of each student.

### **Teaching English in an Inclusive Classroom**

The English instructor at this institution has been teaching English for four years. She obtained her bachelor's degree in English Language Teaching from one of the state universities in Malang. The interview results indicate that the teacher did not employ any distinct strategies or treatment when teaching English in inclusive classrooms. The rationale behind including games in the curriculum is



that both students with special educational needs (SEN) and mainstream students have a strong affinity for them. My preferred learning media include PowerPoint presentations (PPT), Kahoot quizzes, and educational films. (INT2/KBnt)

This aligns with the finding from classroom observation that the teacher did not employ any distinct tactics to educate in the inclusive classroom. The teacher customarily conducted the instructional procedure, employing a whiteboard and PowerPoint presentation. Nevertheless, the teacher consistently exerted herself to create engaging educational experiences using games, such as Kahoot, as witnessed during her instruction. According to Puspitasari (2019), teachers must utilize diverse teaching methods to effectively educate pupils in an inclusive classroom setting. It is important to emphasize that the teacher should prioritize pupils with autism due to their tendency to become easily bored, exhibit delayed comprehension, or have difficulty maintaining focus under certain circumstances. Regarding classroom management, the teacher consistently approached the student's desks and encouraged them to ensure they maintained progress in their learning. Individuals with special educational needs possess proficient English skills. There is a student named Fl who consistently leaves the classroom and does not return throughout my lessons. After our conversation, and with careful self-reflection, I extended my trust to him, resulting in this student expressing a desire to attend the English class. (INT2/KBnt)

In addition, the teacher always upheld precise articulation and strong vocal projection while providing directions. Teachers reported that the majority of students with special educational needs (SEN) have English skills that are superior to those of their non-SEN peers in the classroom.

### **Challenges in Teaching Inclusive Classroom**

The educators exchanged their accounts of difficulties encountered while instructing in inclusive classrooms. According to the coordinator's interview, students with autism may exhibit outbursts when their peers interrupt them. The English teacher elucidated the resolution, which involved initially reducing the tension. Subsequently, the children with special educational needs (SEN) were provided with an opportunity to freely and openly express their emotions by shedding tears or vocalizing their feelings through shouting and screaming.

Initially, if pupils with special educational needs are unable to comprehend the offered material, it is imperative for us, as educators, to demonstrate patience. Secondly, autistic students frequently exhibit tantrums, experience anger, vocalize loudly, and disrupt their peers. Ultimately, the instructor will escort this pupil to the inclusion room to provide them with alone and ample time. If the students prove to be unmanageable, the school will notify the parents of the situation. (INT1/KBnt)

The final step was verifying the facts and providing the optimal solution. If the solution was inadequate, she would recommend conveying the situation to the counselor. In addition to tantrums, teachers often encountered issues related to SEN students' lack of engagement with certain lessons or subjects, resulting in class absences, mood fluctuations, and difficulty maintaining focus.

If SEN students are bored, they like to ask for permission to go to the bathroom. If a friend bothers him/her, he/she can have tantrums and not be in a good mood. If he/she is not in the mood, he/she usually does not want to do any task. So, these inclusive students must always be paid attention to and asked about their condition. But so far, we can handle them. (INT2/KBnt)

Every teacher has encountered distinct obstacles when teaching English in an inclusive classroom. However, the teachers have affirmed that patience and sincerity are the essential elements for effectively instructing pupils with special educational needs (SEN). The teachers at the junior high school have been diligently addressing the potential issues that may arise when teaching English in an inclusive classroom. According to Chan and Yuen (2015), students with autism are most alert to dishonest intentions, utterances, and behaviors. Teaching in an inclusive classroom poses challenges that are not exclusive to Indonesia. Singal (2019) identifies various challenges hindering the implementation of inclusive education in India. These include disparities in enrolment rates among different disability types, limited progression to upper primary and secondary education, and a lack of emphasis on the quality of instruction and learning provided to children with disabilities. According to Singal (2019), teachers often depend on fundamental teaching methods and face limitations in their ability to accommodate all pupils due to their practices and level of preparedness. Moreover, a significant impediment to the groundbreaking and transformative goal of inclusive education is the focus on assimilating students with special educational needs (SEN) into the regular school system without adequately addressing the underlying problems.

Based on these observations, some implications can be inferred. The study emphasizes the need to implement precise criteria and protocols in the administration of inclusive education. This includes admitting kids with mild autism and placing them in classrooms that have at least one student with special educational needs (SEN). Schools and educational institutions can utilize this information to enhance their inclusive education policies, guaranteeing the establishment of explicit rules for the acceptance and assistance of students with special educational needs (SEN). Furthermore, the inclusion of supplementary

courses that specifically target fundamental life skills is essential in promoting the integration of students with special educational needs (SEN) into the regular classroom setting. Other educational institutions could contemplate implementing such assistance systems and courses to more effectively cater to the varying requirements of students with different learning difficulties. Furthermore, the discovery indicates that teachers should utilize comparable tactics in inclusive classrooms and implement captivating activities such as games, which is significant. Teacher training programs can prioritize the significance of modifying conventional teaching tactics to accommodate the requirements of varied learners, while also integrating captivating and interactive components. Furthermore, the difficulties encountered by teachers, such as outbursts of anger, tedium, fluctuations in mood, and an absence of concentration, emphasize the necessity for efficient tactics in managing the classroom. Teacher professional development programs should focus on addressing specific difficulties connected to inclusive classrooms, offering tools for effectively controlling behavior, and creating a good learning environment.

## CONCLUSION

The researchers determined that the inclusive education program at the junior high school is continuously evolving in terms of the education system and teaching-learning activities. The school offers specialized programs to support children with special educational needs (SEN) in their holistic development, focusing on areas such as communication, independence, self-development, self-regulation, and soft skills. The school also intended to implement a program aimed at fostering parent-school interactions to enhance communication and facilitate the growth of the SEN student. In addition, the school has a policy that

specifically admits pupils with Special Educational Needs (SEN), but only those with a mild level of autism. When instructing English in inclusive classrooms, the teacher employs conventional instructional tools such as PowerPoint presentations, films, and the educational platform Kahoot. Nevertheless, children with special educational needs (SEN) receive personalized attention from teachers to ensure their progress is maintained throughout the teaching and learning process.

Based on the documented findings, the researchers have provided recommendations for educational institutions, educators, and pre-service teachers. To cater to the needs of students with special educational needs (SEN), educational institutions should enhance their provision of supportive facilities, such as the provision of shadow instructors or using team teaching strategies. The school should also support and encourage instructors to participate in workshops aimed at enhancing their understanding and proficiency in teaching inclusive classrooms. This will enable them to effectively address the needs of children with diverse learning styles. Additionally, the school must cultivate a culture that highly emphasizes inclusivity, patience, and sincerity. This can be accomplished by conducting awareness campaigns, organizing workshops, and providing continuous assistance to teachers, students, and parents. Furthermore, educators should prioritize the implementation of continuous professional development programs that specifically target inclusive teaching methodologies, classroom management proficiencies, and strategies essential for addressing the unique issues encountered by instructors in inclusive environments. Finally, pre-service teachers must acquire an understanding of inclusive education and classroom management. Pre-service teachers have the opportunity to enroll in courses that especially focus on inclusive education. In summary, the study offers

useful insights into the practices and difficulties of inclusive education, providing practical consequences and solutions for educators and educational institutions dedicated to establishing inclusive and supportive learning environments.

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