The Implementation of School Based Inclusive Curriculum in Teaching Learning English for Slow Learners

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Abstract

This research was conducted in an attempt to analyze the teacher's understanding of School Based Inclusive Curriculum, describe the implementation of School Based Inclusive Curriculum, also to describe the problems encountered by the English teachers in implementing School Based Inclusive Curriculum at SMP Muhammadiyah I Sleman in the academic year 2017/2018.The setting of the research was in seventh and grade eight, and there were two teachers as the subjects. The research used descriptive qualitative method with in three ways collected data by doing the observation, in-depth interview and documentation. This study revealed that the teachers under study needs to improve their understanding of School Based Inclusive Curriculum, their ability in designing English syllabus and lesson plan as well as their ability in implementing School Based Inclusive Curriculum in more contextualized learning activities. The implementation of School Based Inclusive Curriculum at SMP Muhammadiyah I Sleman was successfully but there were still some weakness and some problems to be solved and the problems encountered by the teachers can be categorized into three types; those are 1) problem in planning, 2) problem in implementing Inclusive Curriculum, 3) problem in evaluation.

Keywords: *inclusive curriculum , teaching learning, slow learners*

INTRODUCTION

According to UUD 1945 : 31,1 and UU No. 20 of 2003 about National Education System Chapter IV, Article 5, paragraph 1 states that every citizen has an equal opportunity to obtain a quality education. According to the Regulation of Special Region of Yogyakarta No. 4 of 2012, which contains a system of inclusive education as referred to in article 6 is an education system that assign roles to all learners in a climate and joint learning processes regardless of their social background, political, economic, ethnic, religion / belief, race, sex, physical or mental condition, so the school is a miniature society. Decisions of Education Office in Yogyakarta No: 0063/2009 on Technical Guidelines for the Implementation of Inclusive Education in Yogyakarta, about the implications on the policy of SK for schools that have students with special needs into the school organizers Inclusive Education (SPPI). Inclusive education held at all levels of school, began to level early childhood / kindergarten, elementary, junior high, high school and vocational school.

A major problem with the inclusion movement is the limited attention devoted to planning and preparing general education teachers for inclusion (Simpson and Myles, 1990). Numerous studies have found that regular education teachers perceive themselves to be unprepared to teach children with disabilities (de Brettencourt, 1999; Salvia & Munson, 1986; Schumm & Vaughn, 1991; Welch, 1996). Most states require general education teachers to take only one introductory course in special education in order to receive a teaching degree (Peterson & Beloin, 1998). Usually, this course provides an overview on the different disabilities, but lacks in teaching a variety of instructional strategies for teaching students with disabilities (Reiff, Evans, & Cass, 1991).

The teachers in Senior High schools are not sufficiently trained in inclusive education and others are professionally unqualified to be teachers. The success of provision of inclusive education depends on the quality of teaching in an inclusive school. Students with special needs education face a lot of problems. Their being at inclusive schools is not well recognized and their

needs are not well known. Equal and quality education is the right of every child who attend school. Provision of education should be equal to all children regardless of their different abilities. There are some students with different disabilities including visual impairment, hearing impairments, mental retardation, physical impairments, autism and multiple disabilities in both special and integrated schools, slow learners. Inclusive education is the educational that was hold in a regular school which was designed and suited for students with special needs.

Teaching students with special needs in the mainstream classroom no doubt deviates from the 'regular' programme. Teachers are confronted with the question of how to instruct these pupils. Pupils with special needs may require more instruction time or other learning research and professional knowledge. In that case, teachers will feel the need for more time, materials and knowledge. Generally, this can be achieved in two ways: by an increase in resources (more time allocated to teachers) or by re-arranging available resources (other use of available time).

Some schools in Yogyakarta were designated as School Organizers Inclusive Education (SPPI), and one of them is SMP Muhammadiyah I Sleman. It has implemented the school based inclusive curriculum. Consequently, all teachers are expected to be highly knowledgeable and have the capability in implementing the school based inclusive curriculum. Therefore, the researcher is going to describe teachers' understanding of School Based Inclusive Curriculum and its implementation.

METHOD

This study belongs to descriptive qualitative research. It employs so-called descriptive and qualitative research. Christensen & Johnson, 2000 define qualitative research as a research relying primarily on the collection of qualitative data. Qualitative research is used as research procedures that result descriptive data containing of spoken and written words and people behavior, which can be observed (Bogdan and Taylor, in Moleong, 2006). Qualitative research is a research procedure, which produces descriptive data from humans and attitudes that are observed. Borg and Gall (in Sugiyono, 2009), claim that qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself. It means that in qualitative research the data collected are subjective and naturally.

It is explained that subject of research is the something that is important because the data will be observed from this area. The research was conducted in SMP Muhammadiyah 1 Sleman located on Panggeran, Triharjo Sleman, DI Yogyakarta (Arikunto, 2006). The main subject of the research is the English teacher of grade seven and eight in SMP Muhammadiyah 1 Sleman in the academic year of 2016/2017. The slow learner students of that grade also became the subject since the teacher interacted with the students. In qualitative research, a data collection technique is to get the data in a research. There are some techniques to collect data such as observation, interview and documentation.

a.   Observation

Bogdan and Biklen (2003: 3) state that observation is a way for the researcher to see and hear what is occurring naturally in the research site. She came to the classroom and saw all events that occurred during the lesson. It was conducted together with the audio-video recording process. Recording is one of the ways to collect the data while in observation. The researcher recorded the direct activities that happened in the classroom including the utterances of the English teacher of grade VIII in SMP Muhammadiyah 1 Sleman. The activities were recorded by using mobile phone. The data were collected through the observation in the form of field notes.

b.   Interview

According to Esterberg (in Sugiyono, 2009: 72), interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. An interview is a purposeful conversation, usually between two people or more that is directed by one in order to get information (Bogdan and Biklen, 1982: 135). The researcher did not do the interview in a formal and systematic way. In collecting data, she used audio-visual recorder to record the interview. It consisted of some questions to be answered by the participants orally.

RESULTS AND DISCUSSION

The data was found gathered during this study in the forms of teacher interviews pertaining to the objectives of the research by analyzing the teacher's understanding of School Based Inclusive Curriculum used in SMP Muhammadiyah I Sleman, to describe the implementation of School Based Inclusive Curriculum and also to analyze the problems encountered by the English teachers in implementing of School Based Inclusive Curriculum, the research finding as follows. Based on interview that English teacher found didn't understand how to create inclusive curriculum. In this case, the data can be displayed that the teachers have the weakness because of being still confused, that is why by giving the special treatment for the students with special needs.

Based on the data above the teachers give the reason that they do not understand about inclusion curriculum well. It means that the teachers are assumed that they do not understand about definition of inclusion by exploring Hall (1999, in Florian, 2005: 31) notes that inclusion mean "Full membership of an age-appropriate class in your local school doing the same lessons as other pupils and it mattering if you are not there, plus you have friends who spend time with you outside of school.

The data above are gained by the observer and the teacher that the teachers do not understand about inclusive curriculum at all so that they place slow learners with other regular students. The effective schools and good teachers are assumed to use and refer to inclusive curriculum. They are considered what they plan to teach for the learning activities, they can participate in it properly.

Based on it the interview was found that some students are happy to help, nevertheless some are different. It is considered that most students do not pay attention to their friends and they also cannot adapt with their surroundings. So it is presumed that there are a few students who care with their schoolmates.

Based on the data above gained that Students do not understand what curriculum applied, the students just follow what teachers do in class. It is deduced that All planning of the inclusive curriculum identifies unclear, unmeaningful goals that build on current strengths and knowledge, reflect teaching-learning steps, and show that the teachers do not succeed in teaching. Progress towards these goals is regularly reviewed. It is considered that the teachers need apply the inclusive curriculum more appropriate.

Based on the data, the observer and teacher found that they can display that there are many things which the teachers experienced, other than the difficulty in making learning, controlling the class with many students plus students with special needs some time they are also overwhelmed. It is supposed that the teachers are not effective in teaching their students so that it is difficult to control the class, because they cannot create a supportive learning environment.

From the data of the syllabus obtained that the data presented in the table by arranging them accurately based on the authentic data found in the research as the field notes, as follows. The two data were found about syllabus, as follows. The first data were assumed that the teachers did not prepare their own school syllabus and they did not prepare syllabus according to national standards while the second data were also obtained in the research field by holding observation, and in-depth interview . From the table of the matter found that the teachers obtained eleven data about materials as follows.

The teachers did not give slow learners a different matter, they did not prepare the syllabus before learning, and then they did not include the students' character that the students must reach after learning the material and also let slow learners mingle with regular students to discuss the material. It also can be realized that the teachers did not treat equally between regular and slow learners, and the they did not explain the material in accordance with the RPP. In addition, the teachers did not adjust SKKD according to the semester program division, and did not arrange learning materials in accordance with the syllabus as well. Teachers did not design their own RPP.

The teachers also found the data that teachers have 5 kinds of ways by giving Yes or No statement for anything by checking the list in the form or not to give the assessments to the students as follows.

The teachers did not use assessment techniques that are appropriate to the student's circumstances then the teachers did not explain how the assessment is applied, but the three data that the teachers did the same assessment between regular students and slow learners, gave special attention to slow learners when doing assessment and the teachers also used a rubric score for scoring as well.

Based on the table of indicators obtained that the teachers have 2 kinds of ways not to give the indicators to the students and a datum which found as follows.

The teachers did not make an indicator of achievement according to the student's circumstances, the teacher s did not determine the indicators tailored to the students of the Slow learners (ABK) however the teachers treated equally between regular and slow learners. Teachers did not explain SKKD to be achieved, besides the teachers did not give the students regular understanding of the state of the slow learners pertaining to teaching material. The teachers understood not to include a variety of media that appeal to students. It was also found that there are two items based on the field note, as follows. It can be revealed that the teacher did not provide regular students' opportunity to select groups

Based on the data of allocation, can be found that there are two kinds of items pertaining to time allocation, as follows.It is assumed that the teachers did not apply Pre, whilst and Post exactly according to the specified meeting hours and they also did not describe the time allocation correctly. Based on the data of the media, the teachers did anything pertaining to the the table of the interview questions as follows.

The teachers used media / Game in learning English vocabulary with Whisper and Write (W2) games as a vocab learning medium. The teachers also provided vocabulary and vocabulary meaning based on predetermined themes using media / Game by writing the vocabulary and the meaning of the blackboard on a predetermined theme. The researcher also found the data as a field note which can be presented that the teachers did a repetition of the pronunciation as the emphasis of the vocabulary. It was able to be found based on the field note in the table that the teachers repeated the vocabulary that had been written so loudly that the students could hear clearly. Beside the above data, It can be presumed that the teachers checked the pronunciation by giving the students an opportunity to answer questions from the teachers orally by asking the students to pronounce the written vocabulary and then answer questions from the teacher at random. In the addition, It is construed that the data that the teachers checked the vocabulary writing by giving students the opportunity to write vocabulary in their respective task books by asking the students to write the existing vocabulary into their respective notebooks . The other data found that the teachers used the vocabulary that was being and had been in English learning by applying the vocabulary that has been taught into the conversation or exercise that has been prepared.

Based on the data of the research obtained that there are five items which indicated if the students felt happy when learning English. The data showed that the students felt happy although sometimes they did not know what it meant. Then the researcher also found that which method that the students liked when their teachers taught. Furthermore the data indicated that there were students learning while playing.

In addition, the data also indicated if the students knew that some of their friends got difficulties to understand the lesson , the data showed that students got difficulties which one of the students stated, namely : Rio, Anin, Kiki and Hesti. The data were also found that When the students sat with the teacher, they felt happy, they were even not naughty because the students were often given food by their naughty friends. Based on the data in the item 5 indicated that the students did not mind if their teachers asked them to help their friends specially who have special need .

The data of the research indicated that there was a question which asked about if the students like studying English, then the students said that they did not like English, because they felt that English was difficult (While smiling), then indicated that if the students

There are eight items which the researcher found as a field note as data. The researcher also found the data by paying attention to item two which stated that the researcher asked the head mater if the School prepared a special syllabus for children with disabilities (inclusion) in inclusive schools. In this case the head master gave the statement that is not particularly, since the inclusion syllabus was actually taken from the regular curriculum, for children with special needs the syllabus was left to each subject teacher, the teachers were free to develop and modify according to the student's own needs,

Furthermore the item three indicated if the School made a syllabus for children with special needs separately from normal children, nevertheless, the headmaster said with the answer 'No', because they become one with the regular class. While the item four stated that whether the syllabus was arranged by the school already accommodating special needs children residing in schools of inclusive education providers, but the headmaster said "Not yet" , because the head mater treated them like other students, it's just that he wanted to call on teachers and employees to provide special services for students with special needs. The item five asked the headmaster whether the school syllabus already provided special needs children's services available in inclusive schools. Then headmaster implied that there had been minimum service already but for more we submitted to the class teacher and Special Assistant Teacher.

The item six also stated whether school-made syllabuses made especially for children with special needs. In this case, the headmaster answered 'No', as he said in the fact that it's all left to the teacher of each Subject. Besides, the item seven was found that if the syllabus preparation involved Special Supervisor (GPK) Teachers, then the headmaster informed that headmaster answered, "No" , because GPK is present not every day. He just asked him to accompany students with special needs at certain times.

Established on the analysis of the documents also supplied by the English teachers there were some weaknesses found in their lesson plans which occurred in the planning of pre activities, whilst activities, and also post activities. It was also found that most of the lesson plans were not completed with clear and detail assessment rubrics and assessment guidelines specially for slow learners.

In this case, the researcher can conclude the following interview. Started throughout the pre-interview with the English teacher of seventh and eighth grade of SMP Muhammadiyah I Sleman was held on Monday ,24th April 2017 started at 08.40 AM and finished 10.00 AM before entering class. Here, the researcher asked to the teacher some questions that divided and found the teachers difficulties for preparing lesson plan. The data were collected also through the document study in which the researcher studied the lesson plan and syllabus supplied by the English teachers. Based on interview the teacher made the same lesson plan for slow learner and regular students.

During the implementation of School Based Inclusive Curriculum, teaching learning English for the slow learner was same with the regular students. But sometimes there was special act for slow learners in the class. The teacher should be made the slow learners comfortable for learning English in regular class. There are twenty slow learner students in seventh and eighth grade of SMP Muhammadiyah I Sleman. The teacher was mixed slow learner with the regular students. Based on the interview guideline was conducted to the regular students of seventh and eighth grade of SMP Muhammadiyah I Sleman, there are due to the fact that there were some of students glad when they sat and studied with the slow learners, but some of them did not, they felt disturbed. It was happened with slow learners students too, some of them felt be glad but some of them silent. And the teacher was difficulties for facing that.

CONCLUSSION

Based on all the data above can concluded that there are some weaknesses which were found to be done by the teachers. This conclusion illustrates the discovery of some weaknesses. They are about assessment caused by the teachers which distinguished how to use assessment techniques that are appropriate to the student's circumstances and did not explain how the assessment was applied. In addition, the teachers neglected to make an indicator of achievement

according to the student's circumstances.The researcher also found the weaknesses about materials caused by the teachers did not pay attention to their students why they did noy give slow learners a different matter. Beside that the teachers also ignored why the teachers did not include the student character that the students have to reach after learning the material. In addition, the teachers abandoned why the teachers did not arrange teachers' administration by designing their own Teaching Implementation Plan and also did not explain the Standard of Competence and Basic Competence (SKKD) to be achieved in their teaching. The data also were found the weaknesses about the media caused by the teachers who did not include a variety of media that appeal to students, and then about opportunity caused by the teachers who did not provide regular students' opportunity to select groups and also let slow learners choose groups. The other weaknesses which the researcher found about opportunity caused by the teachers who did not prepare their own school syllabus and also about time allocation caused by the teachers who did not apply pre, whilst and post exactly according to the specified meeting hours .and did not describe the time allocation correctly.

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